

**THE CANADIAN MEMORY FUND:
DIGITAL ARCHIVES,
HISTORICAL CONSCIOUSNESS and
THE CBC/RADIO-CANADA**

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ABSTRACT

This study examines the efficacy of the Canadian Memory Fund to advantage the use of digital archives for the purposes of developing historical consciousness in Canadian students and life-long learners. The perceived significance of digital archives to this end is reflected in the launch of the Department of Canadian Heritage's (PCH) Canadian Culture Online Program (CCOP) in 2000. Employing a qualitative research design, this study examines how PCH defined the challenges to Canadians' historical memory, and conceived of a technological solution to this inherently cultural and educational challenge. Using a case study, the strategies deployed by the CBC and Radio-Canada digital archives units, funded recipients of the CMF, to achieve the intended goals of the CCOP, and whether the resulting websites meet the technical criteria for the study of historical consciousness, are examined.

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1 INTRODUCTION

This study investigates how the Department of Canadian Heritage (PCH) conceived of digital archives as a technological solution to the traditionally cultural and educational challenges of building and sustaining a nation's historical consciousness. More specifically, it examines the efficacy of the PCH Canadian Memory Fund to exploit the technical applications of Canada's digitized heritage collections for use as a pedagogical tool to foster historical consciousness among Canadian students and life-long learners.

In Canada, many of our public institutions and spaces are mobilized to the end of preserving and cultivating the nation's historical memory, so that we may acquire a sense of who we are, where we have come from, and what we aspire to together as Canadians. For example, our national, provincial and regional museums, parks, historical sites and art galleries preserve, promote and provide access to Canada's cultural and historical artefacts. Many of these public spaces become gathering places for Canadians and non-Canadians alike, who may also be engaged in a given cultural or historical study or visit of Canada.

Canadian cultural, industrial and communications policies have long privileged the importance of connecting Canadians to each other across a vast geographical space and sharing the country's national, provincial and regional stories and heritage.¹ Indeed, information and

¹ The preoccupation with identity and use of technology to 'unite' Canadians is found throughout Canada's history, including the development of our first radio network by the Canadian National Railway, the establishment of the Canadian Broadcasting Corporation, the enforcement of Canadian content regulations, and in the building of the infrastructure for the "Information Highway" in the 1990s.

communications technologies (ICTs) are linked to Canada's very existence, and they continue to play an intimate role in the country's struggle to build a strong national community.

1.1 Background

The 1990s saw the convergence of two perceived agents of national amnesia, which generated concerns about the state and future of Canadian national identity. First, the dearth of historical knowledge among Canadians, especially Canadian youth, was attributed to the near extinction of history from school curricula across the country (Morton, 2000; Granatstein, 1998). Notably, the Dominion Institute's 1997 Youth & Canadian History Survey reported a 'truly lamentable ignorance of Canada's history', which drew calls for a national history framework and mandatory history classes for young Canadians.

Increased media attention ensued, and historian Jack Granatstein was prompted to write his best-selling book *Who Killed Canadian History?* (1998). He warned that "History is memory, inspiration and commonality – and a nation without memory is every bit as adrift as an amnesiac wandering the streets. History matters, and we forget this truth at our peril" (Granatstein, 1998).

At the same time, a complex mix of reactions surrounding national identity was being attributed to the forces of globalisation, modernity and pluralism (Taylor, 1991; Marden, 1997). Deterritorializing global technologies, particularly the Internet, were challenging the political, economic, and social autonomy of the nation state, its geographic boundaries, and the social practices, identities, and solidarities once thereby defined (Barney, 2004; Castells, 2001, Johnson, 1996). The growth of individualised, time and space compressing ICTs occurring alongside the forsaking of community characteristic of modernity, raised concerns about social fragmentation, an increased presentism, and the stripping away of traditional social and

communal identities (Postman, 1985; Giddens, 1990; Taylor, 1991; Putnam, 1995; Smith J. L., 1998; Lowenthal, 2000;).

In concert, the amnesic effects of these forces were taken as a threat to Canadian national identity, historical memory and the civic engagement of Canada's citizens. The sense of urgency was underscored by the country's historic 'two solitudes', the ebb and flow of separatism that continued to agitate in Quebec, and the renewed threat of cultural evisceration by the United States via the Internet and other cultural distribution platforms.

The perceived magnitude of the threat from global technologies and the accompanying sense of urgency were reflected in a number of Canadian federal and parliamentary studies published during the 1990s. The 1994 Special Joint Committee of the Senate and the House of Commons warned,

"Globalization is erasing time and space, making borders porous, and encouraging continental integration; ... national sovereignty is being reshaped and the power of national governments to control events reduced" (Government of Canada, 1994, np). ...[T]he ability of Canadians to see their own reflection in the electronic mirror is an essential component of Canadian sovereignty." (Government of Canada, 1995, np)

As reported by the Canadian Content and Culture Working Group (1995):

"Put baldly: in the eyes of many Canadians, both French and English, Canada is falling apart. ... Without a prominent national presence on the Information Highway, the 'age of communication' could create, not just 'two solitudes,' but much solitude—and no whole. (GOC, 1995, p. 2) ... "As Canadians, will we be able to see ourselves in the mirror? Or will we look into the mirror and see nobody at all? Is the global village to become a village of vampires—soulless people dependent on others for their cultural life-blood?" (GOC, 1995, p. 7)

The Information Highway Advisory Council (IHAC) was formed in this context in 1994. IHAC built upon the achievements of programs such as Connecting Canadians, mandated to build the infrastructure necessary to support the then fledgling “Information Highway” and connect Canadians across the country via a “network of networks” (IHAC, 1994; IHAC, 1995). Its members, chaired by then Professor and present day Governor General of Canada, David Johnston, determined the study’s guiding objectives. Two of its three stated objectives are most pertinent to this study:

1. The reinforcement of Canadian sovereignty and cultural identity, and;
2. Ensuring universal and affordable access for all Canadians.

Also fundamental to the development of CCOP was the guiding principle of “lifelong learning as a key design element of Canada's Information Highway” (IHAC, 1995).

IHAC’s Final Report called for strategies to develop a strong Canadian cultural presence on the Internet:

“The Information Highway must ... provide us with a new and more powerful means of enriching and invigorating the ongoing cultural dialogue that defines our national identity, our shared values and the common social purpose that provides the foundation for democratic institutions.” (Information Highway Advisory Council 1997, p. 58)

Zemans (1996) posited that the national response to the 1995 Quebec referendum provided evidence that a majority of Canadians were not willing give up on the notion of Canada. However, noting “the increasing tensions between globalization and localization” argued, “Canada urgently requires a cultural policy framework which can take into account both

the spatial and temporal factors which continue to shape our experience as a nation in this shifting world” (p. 10).

This same kernel of hope for a renewal of the nation’s identity and citizenship was evident in the findings of the Dominion Institute’s 1997 Canada Day Survey, mentioned above. It found that, in spite of Canadians’ failing grade on our nation’s historical events, a majority of Canadians also expressed a strong interest in learning more about their history. Nonetheless, the survey results confirmed that Canadians knew little or nothing of their country and its history.

The kinesis of these countrywide concerns propelled them into the Speech from the Throne that fall. Then Prime Minister Jean Chrétien commented on the survey results, pointing not only to the dearth of historical knowledge, but also to the differences in historical knowledge of Canada across the country, particularly among Canadian youth and students. M. Chrétien remarked that only “28 per cent of Quebec youth could name John A. Macdonald as our first prime minister, although 78 per cent of them could name Wilfrid Laurier as the first Francophone prime minister. Too often we forget, or do not know, what we have achieved together” (House of Commons, 1997b, 1635). The Government declared its intention to appropriate the power of the Internet to bridge the millions of square kilometres physically separating Canadians, and the central importance of the network to increase Canadians’ knowledge of Canada and understanding of one another (House of Commons, 1997a).

1.2 Canadian Culture Online Program

This is the context from which the genesis of the Canadian Culture Online Program (CCOP) emerged. PCH launched CCOP2 in 2000 with the objective of creating a strong Canadian cultural presence on the Internet, accessible free of charge, and in both official languages through the digitization of federally held Canadian cultural collections. Echoing Mr. Johnston and M. Chrétien's speeches, this undertaking was to "provide meaningful and seamless access to content that helps deepen an understanding of Canada and of our rich diversity, especially for the benefit of Canadian youth and students" (CCO, n.d.). On May 2, 2001, the Government of Canada announced over \$500 million in funding for culture, of which CCOP received \$108 million. The program was mandated to stimulate the development of, and ensure access to, quality Canadian digital cultural content (PCH, 2005, np).

The Canadian Memory Fund (CMF), one funding branch of the program, was dedicated to "digitalising existing heritage collections of historical or cultural significance" from national institutions (PCH, 2005, n.p.). The expected output was a website or Internet product that was engaging and easy to explore, with learning resources enabling the use of the collections by teachers and students. Curriculum-based lesson plans and activities were "strongly encouraged" (PCH, 2006). The Memory Fund was thus born with a pedagogical rationale: to provide access to digitized Canadian cultural and historical archives for the teaching of Canada's history to Canadian "youth and lifelong learners". CCOP set out to develop a "critical mass" of digital content, and thereby funded the creation of publicly accessible digital repositories of primary source historical artefacts about Canada.

² Also referred to in PCH documents as Canadian Culture Online (CCO) and the Canadian Culture Online Strategy (CCOS)

1.3 Historical Consciousness

The emergence of the field of historical consciousness parallels the same time period in the 1990s that preceded the launch of CCOP. As it happens, this critical approach to history relies fundamentally upon access to primary source documents and artefacts of historical investigation.

Picking up from section 1.1, the fields of history and history education in Canada have long struggled with what are sometimes called “the history wars”. Many challenges exist in the creating, telling, learning, and teaching of historical knowledge. The history wars refer to the longstanding controversies and contention over the different approaches that may be taken, as well as the different interpretations of Canada’s history. The critical discourse and literature both debate the ‘best’ way of conveying the stories of the past. Most often, this lies between ‘heritage’, ‘myth’ or narrative history (Granatstein, Lowenthal, Létourneau), a ‘pluralist’ or social history, and ‘historical consciousness’, a critical approach to history (Seixas, Stearns, Rosenzweig, Sandwell, Clarke) – between the arguably politically motivated narrative in which we are cloaked by our ancestors, media and governments, and those more objective facts and information from which we may generate meaning and vision for our future (Létourneau).

In 2002, the Canadian Culture Online National Advisory Board (NAB) was mandated to advise the Minister of Canadian Heritage on the future direction and investment priorities of the Program in light of the evolution of the Internet, the needs of users, and the creation and use of content (Canadian Culture Online National Advisory Board, 2003). The NAB’s Vision Statement is a testament to its members’ understanding of the Internet at a time before the explosion of social media. As a tool, it would serve to connect Canadians to each other, to their “diversity”, “culture”, “heritage” and “history” by linking them to digital archives. Beyond this, the NAB envisioned the creation of “dynamic and interactive public spaces” wherein all

Canadians, particularly our youth, [could] tell, create and enjoy the stories of Canada and to engender pride in being Canadian” (Canadian Culture Online National Advisory Board, 2004). This type of interaction, the opportunity to discuss and understand given historical events from the perspective of Canadians from across the country, also serves the development of historical consciousness.

Significantly, their vision held that “memory” should serve as part of the creative genesis for CCOP. Thus the content “should develop narratives of the Canadian experience through the generations and connect Canadians to their cultural heritage and to the diversity of their land and of their people, from all walks of life and corners of the country” (Canadian Culture Online National Advisory Board, 2004, np).

Given its mandate to support the development of Canadian digital archives on the Web and its emphasis on their pedagogical use, the Canadian Culture Online Program was perceived to be an potent policy solution to allay the concerns of the day over the fragmenting effects of globalization, the evisceration of Canadian culture on the Internet, and the dearth of historical knowledge among Canadians. The concomitant rise of the field of historical consciousness and the exponential growth of the Internet created “a pedagogy of abundance”, owing to the unprecedented level of access to digital archives, primary source of historical artefacts on the Internet.

To assess the efficacy of the Canadian Memory Fund to this end, this thesis is guided by the following research question: In what ways is the Canadian Memory Fund an effective policy vehicle to exploit the technical characteristics of digital technology to advance Canadians’ historical consciousness?

We seek to understand the genesis of the CCOP in the Department of Canadian Heritage. Secondly, the vision and understanding of the Canadian Culture Online (CCO) policy framework is compared with that of one of its funded agencies, the CBC/Radio-Canada. The understanding of the CMF's objectives, the strategies deployed by the CBC to achieve the intended goals of the policy, and the extent to which the achieved results reflect the expressed intent of the program are examined.

1.4 Structure

Chapter 2 begins with a review of the literatures on history consciousness and digital archives.³ As we shall see, ICTs have expanded the means and ways by which our identity and historical consciousness develop, and at the same time provide a new means by which to resurrect the links between them. A constructivist approach to technology, historical consciousness, and the pedagogical use of digital archives theoretically links each of these concepts.

Chapter 3 follows with an exposition of the methodological approach and techniques used in this study. This study employs a triangulation strategy, which uses multiple approaches to develop a more complete understanding of the subject being studied (Denzin, 2006; Altrichter, 2008). Triangulation mitigates against perceived weaknesses in qualitative research studies and methods by providing a means to crosscheck findings and data against other sources.

The qualitative research methods employed for this study consist of: (1) primary source, semi-structured personal interviews conducted with strategically positioned individuals at the

³ For the purposes of this study, the concept of digital archives assumes a publicly accessible website on the Internet as indicated by the CCOP.

Department of Canadian Heritage and the CBC/Radio-Canada; (2) a review and critical analysis of the pertinent scholarly literature related to the three major concepts under consideration: historical consciousness and digital archives; (3) a review and analysis of secondary sources, with particular attention to the research, studies and policies related to the Information Highway Awareness Council (IHAC 1994, 1995, 1997), the Canadian Culture Online Program (CCOP) and its funded recipients, and (4) a case study of the CBC/SRC digital archive initiative, including a content analysis of the CBC Digital Archives/Les Archives Radio-Canada (CBCDA/LARC).

Chapter 4 provides a summary of the results of the primary qualitative and nominal data collected for the study. In particular, the personal interviews reveal participants' understanding of the key concepts, historical consciousness and digital archives, and how they were understood and applied at each stage of the CCOP and the development of the CBC Digital Archives and Les Archives Radio-Canada. The results of the content analysis contribute additional data on how the major concepts and their respective dimensions are represented in each of the sites. Additionally, findings from the Canadian Culture Online Strategy Evaluation, and other follow-up studies conducted by or for the GOC in relation to the CCOP, are provided.

Chapter 5 provides a discussion and analysis of the findings from this study's primary and secondary sources. This is accomplished by way of examining: (1) the theoretical understanding of the stewards of CCO and (2) the extent to which it is reflected in the development of the policy and programme requirements. From the literature review emerges the theoretical criteria against which the efficacy of the Canadian Memory Fund may be assessed. The case study provides a third level of analysis by examining the extent to which the objectives

of CCOP were understood and applied by the key actors at the CBC/SRC in the creation and development of the CBC/SRC digital archive websites.

Global technology has undoubtedly influenced how we define our communities and ourselves, but they are not limited to fragmenting effects. ICTs can equally be employed for the preservation, teaching and sharing of Canada's heritage, history and culture. It is the interactive characteristic of ICTs made accessible by the Internet that are shown to help develop the critical thinking skills associated with historical consciousness. The increasing use of digital archives to these ends demonstrates the possibilities. And while a worthwhile discourse continues surrounding how best to interpret and teach the stories of Canada's diverse past to future generations, the documents, records, newsreels, videos, films, pictures, and audio recordings are being digitally preserved so that all of the country's stories are accessible for all Canadians – now and in the future.

“A final comment: The issues that the government put before the Council are central to Canada's future. Council members hope that in the months and years ahead, the national dialogue launched through the Council will be continued with the same sense of commitment and even greater vigour by all Canadians.” (David Johnston, Chair, IHAC 1995)

It is hoped that this study will provide a meaningful contribution toward carrying on this important, and still timely, discussion.

2 LITERATURE REVIEW & THEORETICAL LOCATION

This chapter comprises a review of the relevant scholarly literatures related to the two major concepts of this thesis, historical consciousness and digital archives. In addition to situating this study among existing research, the literature review also serves to identify the related dimensions of the key concepts, which were in turn applied in the interview protocols, the examination of the program requirements for CCOP and the CMF. These findings subsequently facilitate the analysis of the digital content, technologies and pedagogical materials used in the creation of the CBCDA and LARC that are presented in Chapter 5. In this way, the literature review contributes to the assessment of the efficacy of the CMF by determining which criteria are deemed necessary to the creation of digital archives websites intended to support the development of historical consciousness among Canadian citizens, students and life long learners.

Section 2.1 provides a conceptual examination of the pedagogy of historical consciousness, and what are understood in the existing literature to be the effects of this constructivist approach to the teaching and learning of history. To be clear, this study makes no claim that the CMF or the use of the CBC/SRC digital archives has resulted in an increased historical consciousness among its users. Rather, the findings of existing studies on the pedagogical use of ICTs for the study of historical consciousness are presented. In this context, different views of the purpose of teaching history and the associated approaches to history are discussed.

Section 2.2 examines digital archives as a pedagogical tool for the teaching and learning approaches associated with historical consciousness. In this way, the term is interpreted for the

purposes of this study through the lens of the CCOP requirement to produce a publicly available website that serves as a repository for digitized Canadian heritage collections.

2.1 Historical Consciousness

Historical consciousness looks to the promise of a ‘critical historical discourse’ to provide a rational way, on the basis of evidence and argument, to navigate the plurality of historical interpretations, and discuss the differing accounts that jostle with or contradict each other (Seixas, 2002). What has become increasingly clear to historians is that ‘historical knowledge’ is imparted through processes of socialisation other than education (Létourneau, 2004; Seixas, 2002; Vance 2001). Many agents of socialisation, including family, media and community inform people’s historical consciousness. This exposes individuals to many competing historical claims by other than academic and educational sources. Factual representations based on archival memory and rigour are displaced by historical interpretation in popular culture through film, television, literature, and the Internet.

Vance (2001) explains that, “it is not too much to suggest that the majority of people have gained an historical consciousness not intentionally, but coincidentally, almost by subliminal suggestion”. And further, “Historical consciousness, both in the short term and the long term, is shaped, not by what actually happened, but ... by the past as they believe it to have been. That perception of the past is shaped by many forces -- commercialism, political struggles, the news media -- but probably least of all by historical research” (Vance, 2001, np).

Most obviously, this results from the ubiquitous influence of media and technology. These influences make necessary the ability to critically negotiate the onslaught of information

that is characteristic of daily life in modern society, a skill engendered by the ability to think historically that is emphasized by proponents of historical consciousness.

As Clarke (2001) defines it, this pedagogical approach:

“...[e]xamines not only how all of us look at the past, but also how we use it in the present, and how it helps us imagine the future. So there are identity issues (Who am I? What groups am I a part of? What are their origins?), social policy issues (How should I judge each others, past actions, and therefore what debts does my group, or nation, owe to others and others to mine?), as well as core issues of truth (which story about the past should I believe, and what is its significance today? (np))”

Ruesen (2001) echoes this definition: “Historical consciousness includes the mental operations (emotional and cognitive, conscious and unconscious), through which experienced time in the form of memory is used as a means of orientation in everyday life.” Thus, the early concerns about the effects of ICTs and the reach of the Internet on national identity seen in the findings of the IHAC reports are implicated in the development of historical consciousness. It serves the exploration of individual identity as well as opening up space to examine how other Canadians have understood their own identities, both the similarities and differences.

2.1.1 The Politics of History

The study of history is essential since it contributes historical understanding to the everyday Canadian affair of negotiating differences, as well as the virtue of hindsight of what has worked and, significantly, what has not worked to resolve our normative differences (Lowenthal, 2000). The political and civic purposes associated with history as a school discipline have changed over time, depending on the emphasis of different political ideologies, curricula have ultimately emerged from what society, at a given time, wants the schools to teach (Lévesque,

Historical Consciousness or Citizenship Education, 2001; Morton D. , 2000; Osborne, 1997). As introduced in section 1.3, the advancement of a common national history, steeped in Canada's British roots, that promotes Canadian nationalism, national identity and citizenship does not fit easily in a country characterized by the plural in culture, memory, history, and identity. In fact, it is widely argued to have been a root cause of much of the social discord in Canada (Ignatieff, 2000; Letourneau, 2004; Taylor, 2001). Additionally, because the provincial jurisdiction over education is constitutionally entrenched, what 'the society' wishes to see in the school in Canada may vary widely, and is influenced by provincial and regional perspectives of Canada, Canadian identity and history, as much as the national.

The effect of a purely 'objective' empirical knowledge of the "limited identities" of pluralist history has been criticized for failing to allow room for Canada as a normative type, as an idea to which we should aspire collectively. Létourneau (2004) agrees that pluralist history fails to offer an overall representation of Canada that moves beyond its constitutive differences. Nurse (2009) likewise asserts that the multicultural vision of Canada must include not only the acceptance of difference, but also coming together to build something new, different, and, hopefully, stronger. As such, the pluralist approach to history is seen to be both politically impotent and void of meaning since it fails to satisfy the affective aspect of the nation and nationalism, leaving Canadians often times uninspired.

Given the different approaches to history that have been studied and practiced in Canada, and the different political visions that have accompanied them, the teaching of history cannot be regarded as simply a technical act of conveying historical facts. It must also be seen as cultural, ideological, epistemological and political, as much as it is rational and scientific (Audiger, 1999; Stearns, 2000; Clark P. , 2001; Vance, 2001; Morton D. , 2000; Clark P. , 2002; Clark P. , 2011).

The selection of what to teach, the tools of instruction, the teaching method, as well as the knowledge, skill level, and ideological beliefs of individual teachers and schools, all impose limits and have implications on the broader scope of what is conveyed to students of history, and how the information will be interpreted.

The political motives behind the telling of the past are found in the postmodern denial of all claims to historical truth. Each interpretation of the past is regarded as a politically motivated construction (Lowenthal, 2000; Seixas, 2000). In the telling of any narrative, bias is inevitable and complete objectivity impossible, perhaps not even desirable. Nevertheless, as Lowenthal (2000) contends, this does not justify the implicit assumption of postmodern relativism that all history is ipso facto dubious. The rejection of history as a merely political construct denies the relationship of shared memories to collective cultural identities (Smith, 1999), as well as the compelling moral framework that results when people's present day actions are tied to a larger historical picture (Seixas, 2000). The question then becomes how best to explore our history so that we may benefit from its intellectual and social fruits, without reducing it to a political exercise in generating a useful 'Canadian national identity'.

Seixas (2000) posits that two important points are raised by the postmodern challenge to history. First, it reflects legitimate concerns over the political motivation behind the telling of the 'best' story from the past and thus the need for individuals to take a critical approach to historical learning. Secondly, it recognizes an active role for individuals in deconstructing 'historiographies', the different ways history is told and how particular historical facts and documents are mobilized to that end. This way of understanding history is especially salient in pluralist societies. It broadens our historical consciousness, that is not only facts and information from the past, but also how individual and collective perceptions of it develop and are influenced

by cultural and cognitive factors, and how those perceptions relate to those of the present and future (CSHC, 2004).

The position of historical consciousness studies is that students should not simply be receptacles of facts and information, but should understand history as knowledge that is subject to investigation and debate (Seixas, 2000). Seixas (2002) reasons that students can learn to appreciate the nuanced and varied interpretations of the past by hearing arguments in the classroom in an unresolved state. In this view, students should be encouraged to interrogate history, subject it to investigation and debate, and compare it against other interpretations. “Rather than promoting identity fissures in a multicultural, multinational world, [a disciplined approach to history] offers the promise of deliberative distance, which only a broad historical view can achieve” (Seixas 2000, p. 25).

2.1.2 The Pedagogical Approach of Historical Consciousness

Historical Consciousness is based upon constructivist theories of knowing and learning. “This orientation toward school history provides students with an active exercise in building historical knowledge and criticizing others’ historical accounts” (Seixas, 2000, p. 25). The remainder of sub-section 2.1.2 provides a review of the pedagogical theories related to historical consciousness. This is intended to establish the link between it and the ways in which the use of digital technologies enable this student-centered, inquiry-based means of teaching and learning.

2.1.2.1 Constructivism

Constructivist theory rests on the idea that students learn more effectively when they are active participants in the construction of knowledge. It stems from Piaget’s (1977) seminal work, which asserts that learning occurs through the active construction of meaning. In the classroom

setting, the student becomes the central focus of learning, as compared with the traditional behavioural approach, whereby the teacher instructs by delivering previously digested information to the students. In the traditional student-teacher dynamic, students are passive recipients of knowledge and are required to memorize these ‘facts’ as truth. The constructivist approach dramatically shifts the role of teacher from instructor to coach or facilitator of students’ learning.

2.1.2.2 Connectivism

According to connectivism, knowledge is distributed across an information network and can be stored in a variety of digital formats. Learning and knowledge are said to “rest in diversity of opinions” (Siemens, 2008, para. 8). Learning transpires through the use of both the cognitive and the affective domains in that cognition and the emotions both contribute to the learning process in important ways. By definition there are implications here for teaching and learning with ICTs, connected through the World Wide Web.

Research shows students exercise their ability to think historically through research exercises using primary source documents, while simultaneously learning the required curriculum. This type of learner-centred approach to teaching is found in the literature surrounding both the use of digital resources and historical consciousness. As Bloom and Stout (2005) have it, “primary sources readily lend themselves to the development of critical thinking and research skills” (np). As this relates to historical consciousness, “[T]hey are learning how to use the processes and resources of historical inquiry through the use of historical newspapers and photographs found in digital databases and archives” (Bloom, 2005, np).

The online accessibility of historical websites and databases allows for the telling of multiple and diverse metanarratives that are characteristic of Canada. Additionally, virtual looks

into the past can help to render history more ‘real’ for students and provide historical context to improve understanding.

It calls for inquiry-based learning, and an active role for students in the construction of historical knowledge. Of significance to this study, Bloom (2005) found that partnerships between educators and cultural institutions are also seen to be “powerful and benefit students in their learning” (np).

2.2 Digital Archives

Picking up on Seixas (2000), digital archives, used as a pedagogical tool, may therefore be well suited to both intensify and advance historical consciousness insofar as their multimedia and interactive character involves people and their imaginations, and they are used in an educational setting where deliberative discussion of the competing claims may be interpreted. Films, historical sites and historical fiction are excellent means of intensifying historical consciousness as they arouse “interest, involvement, and imagination” (np). Schools are in the best position to advance historical consciousness by explaining the complexity, interpretive choices, and difficulties in representing the past in the present.

The location of digital archives along the Internet is fundamental to their accessibility and the opportunity for individuals to interact both with the primary source artefacts and other users of the sites. Chapter 1 demonstrated that both conceptions were included in the original work of IHAC, the CCONAB, and the federal government of the day, which led to the policy action. This section identifies key technological requirements identified in the literature and which are necessary for their functional manifestation. These will subsequently be used in Chapters 4 and 5

in analysing and discussing the development of both the CCOP and the CBC/Radio-Canada websites. This will serve to determine the ways in which each sense of the concept is represented at both the program and applied stages of the policy.

The literature on the use of ICTs in the classroom provides a means of understanding the functional role of digital archives in the development of historical consciousness. Their location along a “network of networks” provides a means by which Canadians can connect to each other, share their stories, engage in social learning, and explore the traces of themselves and others that make up their Canadian identity.

2.2.1 Digital Archives as Pedagogical Tool

As noted in Chapter 1, the shift toward a critical and inclusive historical discourse explains much of the enthusiasm by educators and academics over the emergence of digital archives as a pedagogical tool. Digital archives are attributed with the creation of what historian John F. McClymer called a “pedagogy of abundance” (2005). The presence and accessibility of historical websites and databases on the Internet allows for the telling and sharing of the multiple and diverse metanarratives characteristic of Canada. Students are able to examine and evaluate digitized primary sources of information for themselves, and learn to critically discuss differing accounts or representations of the past. As such, access enables the constructivist learning style upon which historical consciousness is based.

Rosenzweig (2006) found that certain qualities of digital media and networks have the potential to improve the state of historical knowledge and historical thinking. The most relevant to this study are accessibility, diversity, interactivity, and hypertextuality (or nonlinearity).

2.2.1.1 Accessibility

Archival materials were, until relatively recently, available only to those ‘experts’ with the resources and special permission to gain access. Most often this would include the cost of travel, time to search and investigate archival materials, and produce their findings. Access to analogue archival collections is often limited to professional historians, academics and other experts. Digitization liberalized the access to and use of primary source artefacts, which has made possible inquiry-based learning and a critical approach to history education feasible on a public scale (Levesque S. , 2006).

The synergy between digital archives and historical consciousness is manifested in what is known as “digital history”. In this sense, historical websites combine with educational supports for teaching the skills of historical investigation to teach students' how to investigate history using primary and secondary source artifacts.

The pedagogical shift and its assumed benefits could not have been realised without the access to primary resources driven by ICTs. However, section 2.2.2 presents findings that show access is not sufficient to meet the pedagogical goals of historical consciousness.

2.2.1.2 Diversity

The openness and accessibility of the Internet and ICTs have altered the conditions for producing digital archives as well as publishing digital history (Rosenzweig, 2006) (Lévesque, 2001) (Kee, 2002). Digitization has enabled the production not only of large institutional collections, but also local, regional and private ones. Access to a multiplicity of experiences and evidence of historically significant periods or events means that students can assess its credibility for themselves, and develop an understanding that history is not black and white, but rather is open to interpretation within the bounds of historical facts and the perspectives of those who

lived it. Unlike classroom textbooks or other linear forms of history, “digital history provides students with multiple, authentic historical sources (print, audio, video, and artifactual) at very low cost” [sic] (Levesque S. , 2006, np).

At the same time, Rosenzweig (2006) notes that while many of these collections are available to a global audience because of the Internet, others remain closed because of commercial interests and intellectual property rights. Often this manifests itself in copyright struggles to balance user and ownership rights, and the challenges of cultural institutions that may depend on revenues from access, reproduction and use to sustain their organisations.

2.2.1.3 Interactivity

The interactivity and two-way communication facilitated by the Internet expedites dialogue between and among professional historians, history educators, teachers, students, and people reminiscing about the past. Cohen (2006), Rosenzweig (2006), and Lévesque (2009) suggest that digital archives and history websites allow for more intensive dialogue and feedback, providing new means and modes of collaboration, debate, and collecting evidence about the past.

As seen in section 2.1, interacting with the content of digital archives is a key aspect to developing historical thinking skills and the sense of agency derived from the active participation in learning.

2.2.1.4 Hypertextuality

Hypertextuality is said to put students in the shoes of apprentice historians as they investigate aspects of the past for themselves. Rather than passively receiving rote history structured around a narrative like textbooks, students are more directly and actively involved in some forms of historical inquiry. For postmodernists, hypertextuality fractures the centrality of

“master narratives” by emphasizing that the marginal stories and histories may have just as much to offer. Hypertext refuses “to grant centrality to anything for more than the time a gaze rests upon it” (Cohen D. J., 2006, np). As with interaction, hypertextuality communicates the users’ agency in discovering the past with all the required historical, critical, and sourcing abilities (Hicks, Doolittle & Ewing, 2004).

2.3 Challenges to the use of digital archives as a pedagogical tool

There is a strong movement among historians internationally to liberate digital archives for the teaching of historical consciousness. Online tutorials underscore the constructivist approach that teaches students and teachers how to think critically, in a historically minded fashion. Optimistically, these lessons could translate into healthier democracies insofar as upcoming generations will develop greater media awareness, learn to critically assess information that they see and hear, and, for the curious at least, encourage more in- depth investigation and understanding. However, issues of inaccessibility across areas of technology, policy and pedagogy are found to be broadly limiting to the uptake and sustained use of digital archives in the classroom.

In-class studies of the use of digitized primary resources for the study of history have identified teachers’ lack of awareness of the available resources, and their ability to use the Internet and digital content in classroom settings as obstacles related to issues of access. (Cohen D. J., 2006; Levesque S. , 2006; Levesque S. , 2009; Rosenzweig, 2006; Tapscott, 1998; Negrofonte, 1995). The following sub-sections discuss these challenges

in greater detail in order to provide measures of the CCOP funding requirements and the CBCDA and LARC responses to mitigate against these obstacles.

2.3.1 Educators' Resources

The level of expertise and experience with digital technology use among teachers is indicated across a variety of studies to affect the likelihood that technology will be used in their classrooms. This effect is found to have been especially salient among older generations of teachers who did not grow-up using the technology (Rosenzweig, 2006).

“Providing support for educators through professional development workshops designed to promote the use of digital libraries is critical to meeting the needs of educator–users. Without training, teachers who lack awareness of and knowledge in how to use the digitized primary source materials will most likely not take advantage of these resources” (Bloom, 2005, np).

Rosenzweig (2006) Bloom (2005) and Lowenthal (2000) identified the following three instruments that are said to increase the usability of digitized primary resources in the classroom for teachers:

1. Educator sections;
2. The aligning of lessons and activities with curricula; and
3. The classification of resources in a variety of ways so they can be found more quickly and easily.

PCH commissioned a study of teachers' use of CCOP funded archives in 2003. It identified challenges that are consistent with the theoretical findings presented from the literature. The challenges to teachers' use of digital archives from those findings include:

1. A lack of awareness of the resources and a lack of time to locate them;
2. Resources do not match the requirements of the curricula; teachers do not have time to rework them to meet the requirements;
3. A lack of resources available in French at a level that meets the needs of French immersion students;
4. The need for categorization and classification of resources so they can be found easily;
5. The educators' level of comfort using technology in the classroom.

Beyond using the technologies, another significant question raised in the research is whether these resources are being used effectively. As Rosenzweig (2005) suggests, attention must be dedicated to providing students and teachers with the knowledge of how to use resources made available through digital archives. Websites are beginning to respond to this need, so that the ability to think historically can also be learned alongside historical facts. Interactive tutorials provide instruction on the use of primary and secondary sources, how to evaluate and interpret primary sources, and how to incorporate and teach library and museum resources in the classroom environment.

It is not known whether history teachers have made the connection between the analysis of primary sources and the broader benefits of critical enquiry and historical thinking to students, or whether this approach is simply more interesting to students (Sandwell, 2005). In any case, research suggests that educators are using primary documents more often and are encouraging students to approach the subject of history as knowledge to be interrogated (Lévesque, 2009; The Historical Thinking Project, 2006; Lefrancois, nd; Morton T. , 2011).

2.4 CCOP and the CMF

Cummings and Katz (1987) found that the political and cultural objectives for which states intervene in the arts and culture sector are the establishment or reinforcement of national identity and the promotion of national unity” and “a policy of ‘cultural defence’ prompted by the fear of ‘cultural imperialism’ which threatens national sovereignty (p. 13). Ten years later, Zemans (1996) posited that their findings could have been from a case study of Canada.

The many unknowns pertaining to globalization and technology elicited calls from a number of Canada’s academics, social and cultural critics for the protection of our national and cultural sovereignty. It was believed that protection could be achieved by a coherent and comprehensive cultural policy to fend off the forces of globalisation - forces perceived to favour culture as a commodity rather than for any intrinsic value related to the expression of individual, community or national values. For many of the associated communities, strong cultural policy, such as that which created the National Film Board, the CBC/Radio-Canada and the Broadcasting Act, was the answer to globalizing threats to Canadian national identity.

The findings of CCOP and the Canadian Memory Fund application for funding, and the CBCDA and LARC, as they relate to the creation of digital archives that may be used to engender historical consciousness, are presented in Chapter 4.

2.5 Conceptual Framework

The two major concepts being examined in this thesis, digital archives⁴ and historical consciousness, coincide with the mandate, objectives and expressed intent of the CCOP and the CMF, as identified by PCH. Together, these concepts comprise both the social fears of the effects of ICTs at the time and the federal approach to alleviating the perceived threats to Canadian identity and cultural sovereignty.

As we have seen, it is in light of the shift toward a critical and inclusive historical discourse that the coinciding emergence of digital archives brought about such enthusiasm by academics and educators (Seixas, 2000; Seixas, 2002; Rosenzweig, 2006). Its promise lay not in the idealistic vision of online democracy propagated by early technology enthusiasts, but rather in the recognition of a unique pedagogical role to be fulfilled by digital technology. Advocates posit that this form of student-centered learning also produces citizens with the skills to think critically, weigh evidence and interpret meaning, all of which holds promise for citizen engagement, also an assumed and sometimes privileged derivative of analogue forms of history education.

Virtual looks into the past can help to render history more ‘real’ and at the same time provide the context to improve understanding. As such, historical consciousness represents a new pedagogy in the teaching and learning of history, and digital archives are its most promising tool. Students are enabled to interact with cultural and historical artefacts and actively participate in

⁴ For the purposes of this study, digital archives are conceptualized as a website that serves as a repository of digitized primary resources, with pedagogical and historical properties indicated by the CCOP.

historical inquiry, which, in turn, is said to enable their sense of agency as citizens and their place in Canada's history.

This leads to the central question of this thesis: Was the Canadian Memory Fund an effective policy vehicle to exploit the characteristics of digital technologies for the teaching and learning of historical consciousness? To answer this question, we examine the policy from its genesis in IHAC to the PCH conception of digital archives as a technological solution to the traditionally cultural and educational challenge of building and sustaining a sense of national identity. To the same end, we examine how the policy has been taken up, understood and implemented by one of its funded recipients, the Canadian Broadcasting Corporation/Radio-Canada

3 METHODOLOGY

3.1 Research Design

This study employs a triangulation design strategy, using multiple approaches in both its methods and data collection procedures to develop a more complete understanding of the subject being studied (Denzin, 2006; Altrichter, 2008). Triangulation serves to mitigate against perceived weaknesses in qualitative research studies and methods by providing a means to crosscheck findings and data against other sources. In this study, the role of technology as a solution to the cultural challenges of historical consciousness, and its assumed corollary with national identity, in the CCOP, is examined using a number of qualitative research methods, described in the following paragraphs of this chapter. These are combined with the nominal measures used in the case study and content analysis, as described in section 3.1.2. Each of these provides a type of measure of the characteristics of ICTs employed in digital history and constructivist teaching and learning, and how these are understood, taken-up and applied at the genesis, policy and applied stages of the CMF.

The qualitative research methods employed for this study consist of: (1) 12 semi-structured personal interviews (2) a critical review and analysis of secondary sources, including Government of Canada discussion and policy documents from: the Information Highway Action Committee (IHAC 1994, 1995, 1997), the genesis of the Canadian Culture Online Program (CCOP) through to its evaluation (Canadian Heritage, 2008a; Canadian Heritage, 2008b) and; CCOP policy documents related to the funding and development of the CBC/SRC digital archives (PCH, 2006; PCH, 2005); (3) a critical review and analysis of the scholarly literature

associated with historical consciousness and digital archives; and (4) a case study of the CBC/Radio-Canada digital archives.

As part of the case study, nominal measures of the data collected are also employed for the purposes of the content analysis of the CBCDA and LARC websites. These measures are combined and compared with the qualitative results and observations to evaluate whether an understanding of the role of technology was conveyed through the stages of the policy development as well as being manifested in the resulting digital archives sites.

3.2 Methodologies of Previous Studies

The number of studies attempting to measure the role and effect of constructivist learning and digital history on students' historical thinking or historical consciousness has increased considerably in Canada over the last 10 years. Many of these have employed a quasi-experimental design, primarily because they have involved in-class observations of students using historical websites and the Internet, as well as the pedagogical approach used by teachers (Lévesque, 2009; Lévesque, 2008; Lévesque, 2009b; L'Étoile, 2007; Bloom, 2005; Clark A. , 2009). As this study did not involve any type of participant-observation research, in-class surveys or interviews with students, the quasi-experimental design was not used. The later studies by Lévesque employed advanced statistical measures to determine the effects of a constructivist teaching approach on historical consciousness. The triangulation design has in common with these studies the use of mixed-methods and multiple qualitative instruments, which are discussed in the rest of this chapter.

3.3 Literature review

The analysis of the theoretical literature in this study involved the critical examination of pertinent concepts and theories in the disciplines of history and history education, identity studies, and the pedagogical use of digital archives. The development of key themes and concepts grew from the analysis of these complex bodies of literature, which, in turn, informed the development of the research question, interview protocols and case study. It provided the criteria against which the efficacy of the CMF to exploit the advantages of digital archives in the teaching of historical consciousness could be measured. The literature review also served to develop the thesis structure. Each thrust line of the literature review will help to impart understanding of the limits and possibilities of the CMF as a policy vehicle to exploit the assumed corollary between historical consciousness and the pedagogical use of digitized content of our national cultural and heritage collections.

3.4 Secondary Source Research

Government of Canada (GOC) research, reports and policy documents included in the analysis were selected based on their usefulness in understanding the political, cultural and social context in which the CCOP was developed, and the extent to which they informed and represented the GOC's understanding of the theories and definitions of concepts that underpinned the development of the CCO policy.

Policy, measurement and evaluation documents from CCOP and CBC/SRC digital archives served as sources of secondary data against which to compare how both PCH and one of its funded public institutions, the CBC/Radio-Canada, defined and measured their success in relation to the goals set out in the Canadian Memory Fund. Secondary data are used to enable a

more thorough comparison of the theory and concepts being studied at each the level of investigation. Secondary data collection also mitigates some identified limitations of the interviewing because it is a “non-reactive form of study”. It therefore eliminates the “major confounding factor” of subjects’ awareness of being interviewed, which may cause a modification of their behaviour and/or answers (Altrichter, 2008). Interviewees are also using memory recall to answer questions, which may be imperfect and they may be otherwise motivated to alter their answers for a variety of reasons.

3.5 Primary Source Data Collection

3.5.1 Interviews

The first phase of our primary research consisted of twelve semi-structured interviews with officials at PCH and CBC.ca/SRC.ca. The interviews conducted within this case study informed the research by facilitating a comparison of the theoretical understanding of the relationships between digital archives and historical consciousness with their interpretation and operationalization in a national cultural policy vehicle and by one of its funded recipients.

A semi-structured interview style was used to gather more in-depth knowledge about the individuals’ understanding of the theoretical concepts under consideration, and their understanding of digital technology’s role in relation to history, identity and education. This style involved using predetermined interview protocols to cover the required subject matter, while remaining flexible enough to be conversational and allow for the exploration individuals’ experiences, contributing to the researchers knowledge of the context in which decisions were made and the meanings behind actions that were taken (EJS, n.d.). Follow-up questions, not necessarily included in the interview protocols, were used to clarify answers and delve more

deeply into individuals' specific knowledge and understanding over the course of the approximately 1 hour interviews. The interview questions were initially organized in a rough pyramid structure to facilitate building rapport with the interviewees, allow the individuals to become accustomed to the interview process, and encourage more openness. Thus, simpler questions were asked initially and more abstract and open-ended questions were asked toward the end (Dunn, 2005).

The interviews took place in Ottawa (1), Gatineau (4), Montreal (3) and Toronto (4). Subjects were chosen based on their respective roles and understanding of the Canadian Culture Online Strategy at different stages from its inception, to its development and implementation. These questions were primarily guided by the key elements of the theoretical framework – historical consciousness and digital archives.

From the Department of Canadian Heritage, individuals were selected who were involved in the germinal stages of the CCO, specifically the Memory Fund, to understand how the policymakers envisioned the role of ICTs to address perceived challenges to Canadian national identity and historical memory, and how they viewed the roles of technology and public agencies in achieving a solution. The interview protocols were guided by research questions such as:

1. What are perceived as the greatest threats to Canadian historical memory and cultural identity?
2. What is the role of technology in addressing those threats?
3. How much direction is given to the funded agencies in terms of the pedagogical role of these websites?

4. How is the effectiveness of the websites and archives evaluated with regard to the fulfillment of the policy's goals?

CCOP officials were chosen to contribute to a more thorough understanding of the vision, goals and objectives of the policy, and to facilitate an effective comparison with 1) the theoretical literature in the areas of historical consciousness, the pedagogical uses of digital archives, and the connection with Canadian national identity and 2) the interpretation and manifestation of that vision by the CBC/Radio-Canada digital archives.

To make possible the latter comparison, interviews with the innovators of the CBC and SRC digital archives units were organized to provide insight into how the intent and spirit of the CCOP policy framework was interpreted and implemented by one of its funded agencies. They were also designed to solicit responses for comparative purposes with the perspectives and understanding of PCH and CCOP, as above. These interviews were guided by research questions such as:

1. What does the CBC/SRC view as the primary objective of its digital archive?
2. How does the CBC/SRC conceive of its role as the nation's public broadcaster on the Internet? And of public space in the online environment?
3. What audiences are imagined by the CBC/SRC in the creation and dissemination of archival memory?
4. What communication strategies are used to promote the digital archives?
5. What are the selection criteria by which footage is included on the website?
6. How much emphasis is placed on the pedagogical role of the digital archives?
7. How does the CBC measure the success of the digital archives?

3.5.2 Case Study

The case study provides a concrete example of how given policy objectives were taken up, understood, reinterpreted, and implemented in the creation of the CBCCA/LARC websites. In this phase of the research, I seek to understand the degree of “interpretive flexibility” (Pinch & Bijker, 1984) that exists between the goals and objectives of the policymakers, and the understanding and meaning ascribed to them by a funded public agency. Specifically, using findings from the personal interviews, I examine the strategies deployed by the CBC to achieve the intended goals of the CCOP policy, and the extent to which the achieved results reflect the expressed intent of the program. I am interested in understanding how this cultural policy instrument is understood and operationalized by the CBC, and how its success is measured in relation thereto.

The case study of the CBC/SRC archives includes a content analysis of the website, which uses nominal data to provide additional measures to such research questions as: What type of history does the website convey? Have pedagogical materials been developed, as required by CCOP? Do the pedagogical materials meet the needs of teachers to enable their use of digital archives in the classroom, as identified in the literature? Does the website make use of the interactive and social aspects of digital technology, which have been identified, respectively, as key enablers of the teaching and learning of historical consciousness and the development of online communities?

To this end, we have compared how CCOP defined the key concepts for its program and how those were taken up and interpreted and acted upon by CBC/SRC. The case study also provides an opportunity to compare the CBCDA and LARC to determine any differences in their

understandings and interpretations that could contribute to divergent outcomes in their understanding of Canada, its history and identity, for the users who engage with the sites.

To achieve this, the content analysis uses a non-random sample of ten topics from Canadian history from each site, and examines each clip for the presence or absence of nine criteria derived from the literature in Chapter 2 related to:

1. The type of history: (1) The literature review identifies contextual materials as both a feature of narrative history and also as necessary part of situating primary source materials historically for students, thus the presence of contextual materials provide support both for teachers and students using the digital archives. (2) The presence of a plurality of voices or perspectives in the CBC/SRC clips associated with a given topic supports the approach of pluralist history, and diminishes the potentially negative effects described in the literature of a narrative or singular perspective of a given historical event. It serves the historical investigation and critical assessment of primary resources. For the purposes of the content analysis, 'plurality' is defined as the presentation of clips from the perspective of more than one Canadian social group or political perspective of a given historical event or person. e.g. national, provincial or regional; French or English, Women, First Nations, Aboriginal, Multicultural or minority group. Most obviously, whether a given topic makes use of primary sources for analysis;
2. Pedagogical resources that support the identified needs of teachers: (1) Topics and lesson plans that meet the requirements of the curricula and are easy to find and use; (2) as well as guidance for using technology in the classroom. The content analysis therefore included observations about the ease of use of the websites for teachers and students, as determined by the usability and search functions.

3. Pedagogical instruments that use interactivity and historical investigation such as (1) web search, (2) use of other web sources, and (3) the use of hyperlinks for navigation of a given topic;
4. The use of social media such as (1) the ability to share clips via social media and email, (2) comment sections, chat boards and so on, that would encourage the growth of online communities of interest and serve the development of historical consciousness.

A single case study did not allow for a comparative analysis of other CCOP funded websites. As such, it will lack the breadth that would be gained by comparing differences and similarities in interpretation of the CCO policy, understanding and use of the technology, and the strategies employed to engage audiences in the materials. Nonetheless, what the study lacks in breadth, it achieves in depth by examining the layers and connections between theory, policy, and action (Yin, 1994).

4 RESULTS

This chapter presents the findings from the qualitative research methods employed in this study. The findings serve to inform the measure of the efficacy of the CMF in producing digital archives that serve the stated pedagogical objectives, the development of historical consciousness in Canadian students and life-long learners. As discussed in Chapters 1 and 2, for IHAC and PCH this included by extension the assumed corollary between historical memory and national identity. This chapter begins with the results of the content analysis of the CBCDA and LARC. It offers both nominative and qualitative measures of the dimensions of historical consciousness and the technological features identified in the literature to be most effective in the associated constructivist approach to teaching and learning.

4.1 Content Analysis: CBC Digital Archives and Les Archives Radio-Canada

The content analysis began with 10 topics from each of the CBCDA and LARC. The content analysis provided data to help with answering the following questions:

1. What type or types of history are conveyed through the digital archives and the websites?
2. Are pedagogical resources made available for teachers?
3. Do the resources address the identified challenges in a manner that facilitates their use by teachers who a) are less experienced with digital technology; and b) have limited access to technology?
4. Do the websites make use of interactive technology a) as part of the teaching instrument, and b) to enable the interaction of users with the site or with other users?

To provide for a deeper qualitative investigation and more nuanced understanding of the results, observations are noted below each table and in section 4.2 that follows. It should be remembered, however, that the topics selected were not from a random sample since it was necessary to select equivalent topics from both the CBCDA and LARC for comparative purposes. Neither is the sample size large enough to allow for any generalizability to other funded recipients of the Memory Fund, or even to other subject categories of the websites under study. The sample was informed by the literature on historical memory, and some of the major historical events in Canada's history, as well as some of the most divisive, that have informed Canadian identity. The expectation is that this sample will facilitate observations of given topics from the perspectives of both the French and English sites of the national public broadcaster, and shed light on the different types of history that may be informed by the digital archives when used by teachers, youth and life-long-learners.

4.1.1 Historical Consciousness

The practice and teaching of history in Canada has primarily included the approaches of narrative history, social history and historical consciousness. The content analysis was designed to measure the presence or absence of most prominent features of each of these types, respectively: contextualizing information to historically situate the clip, the representation of a plurality of voices or perspectives on a given topic, the access to primary source materials, and the use of interactive and social applications of technology.

Table 1. Types of history practice and teaching

	Contextual Information (Narrative History and constructivist approach)	Plurality of Voices (Social History)	Use of Primary Resources (Historical Consciousness)
CBC Digital Archive	100 %	100%	100%
Les Archives Radio-Canada	100%	40%	100%

All forms of historical investigation and teaching are provided for on both sites. As revealed in the literature, contextual information serves not only the building of a narrative history but also facilitates the constructivist approach to history by providing students with historical details in which to situate their evidence and develop their understanding of a given period or event.

Of note, less than half of the files examined on LARC provided a perspective outside that of the province of Quebec. This finding is examined more closely in the analysis and discussion of Chapter Five.

4.1.2 Pedagogical Usefulness of the CBC/Radio-Canada digital archives

Table 2. Help for teachers using digital archives in the classroom

	<i>Lesson Plans</i>	<i>Tech support for Teachers</i>	<i>Connection to Curricula Needs</i>
CBC Digital Archive	100 %	100%	100%
Les Archives Radio-Canada	50%	100%	100%

A wide variety of pedagogical materials are available on both websites. Each website provides a general information page for teachers suggesting different ways to use the archives and the teaching materials in the classroom where one, a few or many computers are available to students. While not attached to specific provincial curricula, the pedagogical materials are associated with specific grades and subject matters to guide the teachers in their use. Of the topics selected for the content analysis, LARC provided aids for 50% of them as compared with 100% at CBCDA. In the former case, they were absent from topics with a more national focus and that did not appear to offer a Quebec-specific historical perspective such as residential schools, World War II and Sir John A. MacDonald.

Table 3. Enablers of the practice and teaching of historical consciousness

	Use of Historical Investigation	Use of Hyperlinks for Navigation of Resources	Use of Hypertextual Links
CBC Digital Archive	100 %	100%	0%
Les Archives Radio-Canada	50%	100%	0%

LARC’s use of hyperlinks was far more developed than CBCDA insofar as it used external links to 1) relevant resources on the topic, 2) related CMF and CCOP funded websites, and 3) links to CBCDA website home page that provided the name of the identical or ‘cousin topic’ on the English site. LARC provided hyperlinks to the related pedagogical resources where available, which becomes significant in terms of teachers’ ability to access those resources. LARC lesson plan webpages also provided hyperlinks to the topic file, and all other associated projects and activities for teachers available on the topic by grade level.

The CBCDA did not reciprocate with LARC hyperlinks and made very limited use of hyperlinks overall (see Section 4.2.1.2, p. 46). However because they did make some use in each topic, the nominal result is the same as LARC’s. Neither site made use of hypertextual links to take users from one text to any other related topics, clip or categories. This has consequences for the agency of users in exploring the evidence provided by primary resources in the digital archives. In both cases, links to the other clips included in the given file or topic were listed in a sidebar or at the bottom of the webpage.

4.1.3 Historical Consciousness and Interaction

Table 4. Enablers of online public space and community

	<i>Use of Interactivity</i>	<i>Use of Social Media</i>	<i>Means to Join the Community</i>
CBC Digital Archive	0 %	100%	0%
Les Archives Radio-Canada	100%	0%	100%

The absence of opportunity for users to interact with the content (beyond access to the primary resources themselves) on these websites is notable, particularly in 2013 where user reviews and comments sections are commonplace on most websites.

4.1.4 Qualitative Observations of ICTs: CBCDA and LARC

The observations of the websites presented in this section correspond with the categories used for the content analysis and serve to describe more fulsomely the nominal data collected. In this way, the links between the presence or absence of the criteria examined and their implications for the study and teaching of historical consciousness using digital archives are better informed and understood.

As discussed in Chapter 2, the teacher studies that investigated the use of technology in the classroom revealed that factors such as the ease of a digital archive's searchability and navigability, the presence of curricula-linked teaching guides, and understanding how to apply the archives in a classroom setting would all affect the likelihood that teachers would use the materials, and keep coming back.

4.1.4.1 Search Function

The search function at both CBCDA and LARC is limited because users cannot filter between searching the entire archives site and the Lesson Plans. Over the course of this study, search results frequently did not include the teaching materials. Pedagogical materials can themselves be filtered by category or grade level, but no dedicated search is available leaving the user to scroll manually through each of four types of lesson plans provided. There are hundreds of lesson plans in total, which makes this unfeasible for regular use, particularly given that time

constraints and search challenges were described in teacher studies to be significant impediments to the use of digital archives in the classroom.

Four different types of educational materials are available, though none is available for every topic or for every grade. They range from:

1. Introductory activities that are intended for all grades and use the archive sites only;
2. to assignments, most of which are assigned a grade-level range and require students to spend more time exploring the topic, and possibly beyond it, though most of the information students need is found within the topic site;
3. to WebQuests, primarily targeting specific grade levels, and an activity that encourages the use of the chosen topics as well as other web sites. It is often a cooperative task that results in a more significant piece of work from students, one that reflects the processes of research, revision, and completion of a final version; and
4. Projects that encourage historical investigation by requiring the user to compare several clips on the site and/or explore external sites and resources. These are a more “intensive” and “culminating-type” type of assignment that last up to 2 weeks and come with multiple printable handouts and at least one assessment rubric.

The different levels of assignments provided on the sites are consistent with the research on digital history and the development of age-appropriate approximations of inquiry-based learning. LARC’s pedagogical materials parallel those at the CBCDA, with the same attention to grade levels, use of external sites, and assessment suites to aid the teachers marking the projects.

The search results from LARC are more user-friendly than those from CBCDA. The former’s results can be displayed as a table with detailed results or as icons, depending on the

needs and preferences of the user. Further, the search results can then be filtered by the choice of pedagogical materials, topic files (Les Dossiers), and the type of lesson plans as well. None of this is possible on CBCDA. Moreover “Les Dossiers” are clearly marked as such with the use of a file folder icon, which is also not the case CBCDA. As a result, the user is left to figure it out.

4.1.4.2 Use of Hyperlinks

The CBC Digital Archives makes very limited use of hyperlinks, which in turn makes the site more difficult to navigate, and materials referenced in the lesson plans more difficult to find. For example, in the Lesson Plan: The Legacy of Sir John A. MacDonald, teachers are instructed to use the topic Sir John A. MacDonald: Architect of Modern Canada on the CBCDA website. No hyperlink is used to take the user to that topic or the associated lesson plans.

This type of problem is identified in studies as a strong deterrent for those teachers who are less comfortable using digital technology and who may chose other available lesson plans due to time constraints (Rosenzweig, 2006). CCOP’s focus on life long learners also means that inexperienced users and some older and senior Canadians may experience this as an obstacle as well. For the CBCDA, this means that some visitors to the site are less likely to come back to the site again.

4.1.4.3 Social Media and Interactive

CBCDA allows user to share the selected clips via a number of private social media sites, such as Facebook, YouTube or Twitter, and the html code is also available for embedding. However, no other means of sharing or interacting with the CBC Digital Archives site is available. Users cannot leave comments or reviews or participate in a rating system for the clips, and there is no opportunity for users to login or join the CBCDA to save searches, teaching materials, favourite clips, etc.

LARC on the other hand does not directly enable users to share clips via private social media sites but does have some basic means by which users can interact with the site through comments and a rating system for clips. Curiously, of the more than 70 clips that were watched during this study, none had comments posted. It appears that either users are not commenting at all (in this sample) or that the comments are not being left public on the site. Each clip is displayed with an option to print, share (email only), the full citation, and a rating system (stars). LARC requires that people register in order to participate, specifically creating “Vos archives préférés”, which has the effect of creating a personal space for users where they are able to save favourite clips. The users’ pages are not public, however, and so can’t be used to interact with other users of the site.

4.2 Qualitative Research: Interviews

Interviews with individuals from the Department of Canadian Heritage’s (PCH) Canadian Culture Online Branch (CCOB) and CBCDA/LARC, each strategically chosen for their particular role, knowledge or experience with the respective programs, informed the understanding of the creation of CCOP. The interviews with stewards of CCOP and CBCDA/LARC informed their understanding of historical consciousness, its corollary with identity and the pedagogical rationale of technology in this federal cultural policy, as well as how these were applied in practice by our national public broadcaster, itself mandated to “contribute to shared national consciousness and identity” (Government of Canada, 1991).

Subheadings in this section correspond with the theoretical concepts that formed the basis for the interview protocols for each set of interviews , as well as additional findings that emerged from the semi-structured interviews.

4.2.1 Studies Reported by PCH in relation to IHAC and CMF.

PCH did its own research into the confluence of events surrounding history, history education and the Internet at the time. A study undertaken by Ekos in 1998 revealed “84% of Canadians considered it extremely important to ensure the availability of Canadian content on the Information Highway” (EKOS, 1998 in PCH2). Nearly 80% of Canadians likewise connected a better understanding of Canada’s history and heritage with feeling a strong emotional tie to Canada. This is consistent with the findings from the Dominion Institute surveys, which found that Canadians wanted to know more about the country’s history, in spite of their consistently failing grades in historical knowledge.

PCH has additional research that showed the need for a significant, identifiable Canadian presence online in English and French. It found that, at that time, “Canadians were using the internet structure to connect to US sources” and that “less than 1% of Canada’s cultural collections were available online” and “search engines were configured to US information sources” (PCH2, 2006, np).

It therefore became evident that not only was there a dearth of Canadian sources of information about Canada on the Internet, but what was available online was effectively invisible to Canadians who appeared to be either uninterested or unaware of the Canadian resources on the Internet. This is consistent with the early findings from IHAC (1995; 1997) and the Canadian Culture Online National Advisory Board (2003).

One other study remembered by PCH1(2006) related to the credibility of sources of information. The individual recalled the study findings that identified government sources of information as among the most credible in the minds of Canadians. This included government departments, statistics, and federal institutions. This is noteworthy both because it was raised as a concern in the IHAC studies and it remains a challenge for users of online content. The quality of information and authenticity of digital content is identified as a challenge, particularly for younger students engaged in inquiry based learning on the Internet (Rosenzweig, Digital History A Guide to Gathering, Preserving, and Presenting the Past on the Web, 2006).

4.2.2 Historical Consciousness

The personal interviews revealed no clear working definition of history was established or linked to the development of or expected outcomes in the CCO policy. The degree of emphasis on history varied somewhat, but a clear enthusiasm about the role of history in relation to identity was prominent throughout nearly all of the interviews. No distinction was made between one type of history or another, and neither does there appear to have been any awareness at the time of the relationship between the access to primary resources and the teaching and learning of historical consciousness. That said, the access to Canada's historical and cultural artefacts, described as treasure by most, was recognized as a very important resource for Canadians and for the teaching and learning of our history.

In spite of this finding, the interviews revealed an essentially straight line from the results of the Dominion History Survey, to Jack Granatstein's declaration of the death of Canadian history and history education, to the creation of CCOP (PCH1, PCH2, PCH3).

4.2.2.1 Historical Consciousness: PCH and CBC/Radio-Canada

Interviews with PCH and CBC/Radio-Canada emphasized support for the development of contextual materials in support of digital archive clips. The respondents highlighted the importance of such material in maximizing the understanding of what would otherwise be perceived as a large number of disconnected clips.

In responding to the importance of contextual material versus the access to primary resources when considering the focus on youth, PCH3 (2006) offered this insight,

“If what you want to do is find an inviting way to present a group of facts or walk somebody through a particular understanding, then the curated experience or narrated experience [sic]. If what you want is to send somebody on a journey through a series of facts so they assemble their own meaning around it, then the raw material is important ... Both are valid experiences, but they are different experiences” (np).

Here the respondent parallels the distinction between a narrative or heritage approach to history and historical consciousness, as found in the literature review in Chapter 2.

In discussing the use of mediated sources for history education, senior archivists at CBC and SRC posited that all archival material, all historical material is mediated in some way. AS SRC2 (2006) explained, “as soon as you decide to write about something, it’s biased” (np). PCH2 (2006) offered this insight when discussing a CBC clip about Terry Fox:

“It’s not as much about ‘mediation’ as it is about ‘immediacy’. [For example], hearing the announcement from CBC on the radio was mediated but it was also very immediate because the context was immediate – we had all been following his

journey across Canada, and seeing the nightly reports - ‘now he’s here and he made it to here’ - and we followed how the communities reacted to him, and there was the awe for the determination it took. ... You still experience the news broadcast the same way [when watching the footage on the digital archive site], it’s the same level of mediation, but the context would have changed completely” (n.p.)

One respondent felt strongly that the CBC/SRC digital archives should not be regarded as a historical resource but rather as a cultural resource, “I would be happy if the word history was never used on the site” (CBC2, 2006, np). The individual’s sense was that CBC/Radio-Canada covered geography and social science as much as history. “It’s all culture, it’s all current affairs and you never know what is going to be relevant to people” (CBC2, 2006, np). Searches conducted by CBC in Toronto revealed there were many history resources available online when they began their project, but not lots of cultural resources. The example was offered that a person could go to a variety of places to find out that the death penalty was abolished in Canada. Whereas “only CBC can show you what Canadians were actually thinking [about the abolishment of the death penalty at that time]” (CBC2, 2006, np).

4.2.2.2 Bias, Balance and the Plurality of Voices

Respondents from CBCDA and LARC explained that many discussions were had between Montreal and Toronto to ensure a balance of regional and national content was being digitized. There was consciousness of public criticism of the tendency toward Toronto and Montreal-centrist coverage and a desire to steer clear of this in the digital archives. In this, the important role of the professional archivists at CBC and Radio-Canada in selecting the content and ensuring a balanced representation of entire country was emphasized (CBC2, 2006; CBC3, 2006; SRC1, 2006; SRC2, 2006). However, the process was described as amorphous since

regional archives don't always have materials available and some regions "are better at keeping things than others" (CBC2, 2006).

4.2.3 Canadian National Identity

A number of interesting findings related to national identity emerged from the interview portion of the research, namely:

1. There was no clear definition of identity or its role in the objectives of CCOP;
2. The political contentiousness of the concept had bearing on the lack of clarity about this concept, as well as in how it was applied by the funded recipients;
3. An understanding of the corollary between national identity and historical memory existed and/or exists at each step from the origins, to the policy development through to its application by the CBC/Radio-Canada. However, the emphasis, expression and application of that understanding have varied.

4.2.3.1 PCH and Identity

PCH interviewees were generally reluctant to connect the purpose of CCOP with the advancement of, or in some cases even the concept of 'national identity'. In the words of one senior executive at PCH, "The word 'identity' isn't used ... No, I don't think we set ourselves that task. I think by then, we're talking very late '90s early 2000s, that shimmer of a Canadian identity was recognized to be something that was too difficult to be defined to be worth your [sic] effort..." (PCH1, 2006, np, emphasis added).

The related dimensions of social cohesion, informed citizenship and 'knowing ourselves' were offered more readily (See Appendix III for a complete list of dimensions).

“[Perhaps] more about social cohesion, and it’s more about citizen participation. It was more about the urge to make sure that people did participate in the political process and did so from an informed basis” ... “ the ideal of how we have seen and expressed ourselves over time is a kind of definition of what we were thinking of in terms of knowing who you are as a Canadian and understanding better where the ways you behave, and think, and do things comes from.” (PCH1, 2006, np)

The two other executives at PCH recalled this differently,

“[Canadian identity and social cohesion] are different threads - dialogue around social cohesion post-dates the initial investments in Canadian Content Online and the initial phases were much more driven by the same motivations we have had around Canadian content for decades. [It was] much more around a space for Canadian voices and [asking,] is there support for those Canadian voices to actually express themselves.” (PCH2, 2006, np)

When discussing the justifications for government policy intervention in culture, PCH2 (2006) reasoned that cultural initiatives tend to revolve around the same three or four arguments that are applied depending on the context and the political environment.

“Sometimes you use the economic argument and sometimes you use the identity argument and sometimes you use the sovereignty argument - all over the years, in all cultural initiatives, variations on that set of arguments [are used] ... Depends on the era really” (np).

At the policy level, the connection is made between history and identity, and the importance of Canada’s cultural institutions, such as CBC/Radio-Canada and NFB, and the

audio-visual historical records that they hold. Interviewees talked about the capacity of digital archives to animate our history and reflect how we have seen and expressed ourselves over time.

“The word identity isn’t used, but the ideal of how we have seen and expressed ourselves over time is a kind of definition of what we were thinking of in terms of knowing who you are as a Canadian and understand better where the ways you behave and think and do things come from” (PCH3, 2006).

“I firmly believe – not just in the online environment but in every environment – in the notion that you need access to your own history and access to your own contemporary expression. That is what defines a nation ultimately. And that’s at the roots of everything else, whether your talking sovereignty or anything else” (PCH2, 2006, np).

4.2.3.2 CBCDA/LARC and Identity

There was a notable difference as well in the willingness and conviction with which Canadian identity was discussed by interviewees from CBC in Toronto and Radio-Canada in Montreal. At Radio-Canada, the idea of a “Canadian history project” was seen to be ‘ a negation of what we are’ (SRC2, 2006). One respondent’s experience with *Canada: A People’s History*, and what was described as an outright rejection of its associated pedagogical collection because of its perception as ‘Canadian history’, led the SRC team to describe its pedagogical materials as “Quebec history” (SRC2, 2006, np) when discussing them publicly. Identification with Canadian history was seen to be a sensitive issue that could be overcome by rooting LARC in the provincial education sector to provide recognition for Les archives Radio-Canada, and use its institutional credibility as an authoritative source of information, and possibly overcome “les connotations négatives” (SRC2, 2006, np).

Thus, some of the historical and political divide over Canadian national identity was clearly at work, though at the same time a strong, even passionate, belief in the role of history informing one's sense of identity also informed the work of LARC and CBCDA.

“To have a strong sense of your identity, you have to know yourself and your history. By knowing the evolution of our society, inevitably we understand ourselves better. ... On a des valeurs qui ont toujours été importantes dans notre société” (SRC1, 2006). For example, “What did Canada, as a society, decide to do about the healthcare of ALL Canadians? What were the values that underpinned those choices? Knowing ourselves helps us understand the values that define us, and also what distinguishes us from others” (SRC1, 2006, np).

“Talking about our values ... reinforces the sense of identity... and takes it from something abstract to where we can see inside individuals, to see people who have played an important role in our country, to see them speak of their values” ... “mais ça incarne l'intérieur de l'individu ou l'intérieur des événements qui se sont passés finalement à l'intérieur de notre pays” (SRC2, 2006, np).

SRC2 (2006) explained that we must be able to compare ourselves to others so we can recognize what makes us unique. For this reason, it is singularly important to make the archives accessible to all Canadians.

4.3 Digital Archives: Access

Beyond the compelling advantage of their home on the Internet, other factors were revealed during the interviews that related to the accessibility of the digital archives. Among these was the limited focus on communications about the digital archive sites, particularly to any audience beyond teachers.

4.3.1 Communications Strategy

Part of making something accessible on the Internet is about making sure it can be found. CBCDA and LARC are at an advantage in this regard because of their location on the website of Canada's national public broadcaster and the accompanying millions of unique visitors that use the site each month. However, the interviews revealed that the parent relationship with CBC/SRC has not translated into the cross-promotion of the Archives site in a way that might be intuitively expected. Observations of the CBCDA made in 2006 and in 2012 – 2013 found that prominence is granted to the Archives site on the CBC.ca home page very rarely. Rather, interviewees shared stories of a “big fight we had about where the archive fits on the CBC and SRC main websites” since there is generally a “big fight for real estate on main website” (CBC2, 2006, np; CBC4, 2006; SRC1, 2006). This is evidenced by the location of the link to the Archives on both sites at the very bottom of the home page in fine print within a long list of content and services.

With a staff of one to market the CBC archives, “[we] try to grab spots whenever we can” from cbc.ca. “For example in connection to Tommy Douglas or René Lévesque mini-series”, however it requires that they “stay on top of programming” and “have to ask to be linked from the program’s promos” because “they don’t always think of us” (CBC3, 2006, np). While the

communications person described trying to work with other areas of CBC to access its audience, cross-promotion does not appear to be in anyway standard, but rather seems to happen in an ad hoc way. One interviewee described that they had “a little bit of radio advertising on other CBC platforms once” (CBC2, 2006, np) and had done a “little bit of promotion to librarians” who have been “great advocates for our resources”, but advertising to the general public is cost prohibitive.

Both CBCDA and LARC stated that their marketing focus has been primarily, almost exclusively, on educators. CBCDA was promoted through a historical lens with phrases such as, “over 70 years of CBC” and “more than 10,000 ways to teach history” (a reference to the 10,000 digital clips they had available) (CBC3, 2006, np). CBCDA interviewees explained that the first 2 years was spent building a ‘critical mass’ of digitized clips.

A small amount of promotional activity targeted the general public but the primary focus was on reaching educational audiences through trade magazines and conferences. Anecdotally, participants had the impression that the uptake of the archives as a resource for teaching was relative to technology uptake in the schools for a given province or territory, and thus was not consistent. The take-up rate by teachers was tested by CCOP in 2003 (PCH, 2003). Some of those findings showed that: 1) most teachers were not aware of the site; and 2) were excited and familiar with the archives but did not have the technology resources in their schools. Noted challenges included: 10 – 15% of the survey participants experienced limitations related to access, such as having to book a computer lab, and not having access to high-speed Internet. However, no national research was even undertaken on take-up rate.

The only firm measure described for determining the relative success of CBCDA was the numbers of visitors. Their numbers at the time showed each site got about 500 000 visits per month (SRC2, 2006), but CBC3 (2006) said they really don't know who is visiting. CBC3 believed the high numbers might have mistakenly included visits to the television show archives by the general public.

The answers provided by the Interviewees are consistent with the findings of the PCH Summative Evaluation of CCOP presented in the following section.

PCH Summative Evaluation of CCOP and the CMF

In 2008, PCH ordered a summative evaluation of Canadian Culture Online Strategy (CCOS). The report's key findings and recommendations are salient to this study as many connect directly with the themes and findings that emerged from this study. They are:

1. The Canadian Memory Fund's activity and objective is to "connect all Canadians with the riches of Canada's heritage by making key Canadian cultural collections held by federal institutions available free of charge via the internet in both official languages. The Fund will provide meaningful and seamless access to content that helps deepen an understanding of Canada and of our rich diversity, especially for the benefit of Canadian youth and students" (p.7).
2. The CCOS did not develop or track a set of results-based performance indicators that would permit a clear measurement of the overall success of the program;
3. No information was collected from educators, a primary user group identified by the CCOS, to determine the extent of their interaction with the funded websites;

4. It was not possible to determine whether the needs of users were being met or whether the CCOS-funded websites were being used in the education system to teach children about Canada's history or heritage;
5. Key informants supported an ongoing role of Government in the creation of online cultural exhibits, and emphasized the view that funding recipients need to expand their use of Web 2.0 and other more innovative features supported by the websites;
6. Few of the funded recipients who participated in the evaluation had an understanding of the CCOS beyond the funding program with which they had interacted (PCH, 2007, p. x).

Findings specific to the Canadian Memory Fund include:

1. Most of the content created under the CMF would not have been possible without funding from the PCH. At best, participants report that the objectives of the Fund were not aligned with the needs of some of the federal organisations, which for some agencies “was, and is, for mass digitization ... of records, artefacts and audio-visual materials” (PCH, 2007, p. vi).

5 ANALYSIS AND DISCUSSION

IHAC's two reports in 1995 and 1997 collectively influenced the development of the CCOP and its objectives (PCH1, 2006; PCH2, 2006; PCH3, 2006; PCH5, 2006). As a reminder to the reader, the two key recommendations that emerged from IHAC that are most pertinent to this study are:

- 1) The reinforcement of Canadian sovereignty and cultural identity, and;
- 2) Ensuring universal and affordable access for all Canadians. (IHAC, 1997)

CCOP was subsequently launched “to connect all Canadians with the riches of Canada's heritage by making key Canadian cultural collections held by federal institutions available free of charge via the Internet in both official languages...” and to “provide meaningful and seamless access to content that helps deepen an understanding of Canada and of our rich diversity, especially for the benefit of Canadian youth and students” (CCOP, nd, np).

It is fair to say that the first part of these goals has been met insofar as large institutional collections, though not complete, are now available via the Internet for free in French and English. In the case of the CBC/Radio-Canada, this has resulted in more than 10,000 hours of digitised audio and video footage, and more than 1 million visitors to its archival websites. The objective of creating Canadian sources of information about Canada for Canadians, youth and life long learners has been well advanced by this policy.

By way of the findings presented in this chapter, the question of the pedagogical aspect of the CCOP policy is measured. The reader will recall the main research question for this thesis asks, was the PCH Canadian Memory Fund an effective vehicle to foster historical consciousness

among Canadian students and life-long learners through the pedagogical use of Canada's digitized heritage collections? To answer this question, this study began by examining the theoretical literatures associated with historical consciousness, and digital archives and ICTs as pedagogical tools that enable the constructivist approach to teaching and learning that is associated with the outcomes of a critical, inquiry-based approach to the study of history.

5.1 Research Limits

For a number of methodological reasons, the findings of this research are not generalizable. As noted in Chapter 3 Methodology, the case study format does not allow for the findings to be applied beyond the example of the CBCDA and LARC. As such, no comparison is possible even as far as other heritage institutions funded by the CMF. The case study attempts to make up for the resulting lack in breadth by examining the depth of layers and connections between theory, policy, and action (Yin, 1994).

CCOP suffered from an absence of clearly defined, measurable goals and reporting requirements for funded recipients at the outset of the policy. This is at least partly responsible for the absence of available data and follow-up studies that could have provided more quantitative measures of the take-up rate of pedagogical materials by teachers, and the effects on Canadians' historical consciousness. Strong evidence to determine effects on Canadians' historical consciousness would in any case require a longitudinal study. In this case, the study relies on findings and criteria reported in the existing literature to check against the resulting CBC/SRC digital archive websites.

There has been a seven-year delay since the personal interviews for this study were conducted and the original primary research was collected in 2006, which may be seen as a

limitation of this study. As it happens, a number of relevant advancements and changes have materialized since the beginning of this project, which have bearing on the present discussion. This includes the significant increase in studies of ICTs in the classroom for inquiry-based learning and their effects on historical consciousness discussed in the methodology.

5.2 Findings: Digital Archives and Historical Consciousness

The concomitant rise of historical consciousness and digital archives culminated in the approach known as ‘digital history’. Students are able to examine and evaluate primary sources of information for themselves, and therefore learn to critically discuss differing accounts or representations of the past. Rather than adopting a passive role, students’ active participation also engenders a sense of their agency in the larger historical process.

Following from the inquiry-based learning advanced in the literature, this section of the findings examines the technological features present in the CBCDA/LARC, which are identified as necessary to optimizing this pedagogical approach.

5.2.1 Case Study

The content analysis revealed that, broadly speaking, both the CBCDA and the LARC are making limited use of such digital features as hyperlinks, interactivity, search and social media features (linked to interactivity). These findings are presented in detail in Chapter 4.

These results have bearing on the efficacy of the digital archive sites with regards to the development of historical consciousness. The absence of hyperlinks from the primary sources and/or from those to other sources, may affect the sense of agency in students’ learning, as the non-linear format of digital archives plays a significant role in active learning.

“Because digital history is not structured, like textbooks, around the delivery of an official narrative, students are more directly and actively involved in some forms of historical inquiry, and thus engaged in discovering the past with all the historical, critical, and sourcing abilities (or habits of mind) required to do so.” (Lévesque S. , 2006, np)

CCOP envisioned a “network of networks” upon which the geographical expanse of Canada would be bridged, and the sharing of both local and national cultures and histories would allow Canadians to better know each other. This objective cannot be fully met unless the social elements of the sites are available. To pick up the metaphor from Chapter 1, the CBC/SRC digital archives as a pedagogical tool acts as a hammer – a tool with which Canadians, our youth and students, can learn or be taught about Canada and its history.

Both teams have made strong inroads to providing pedagogical tools that will enable teachers to use the sites, and help visitors to navigate and use the archives. However, no opportunity exists at CBCDA for visitors to join a community, or communities within the archives. What would it bring to the development of historical consciousness in Canadians to be able to view these clips and leave behind their personal stories in a dedicated guest book, or read the first hand experiences of the same event from other Canadians, in other parts of the country. And what might that bring to the classroom in turn, as teachers attempt to convey the different understandings of events, the different cultural influences in the regions, or broach the difficult subjects of diversity, discrimination, and the residential schools policy? At this time, the technology does not support this type of learning environment.

5.2.1.1 Perhaps the most damaging deficiency in the website is the poor functionality of the search.

As revealed in the results of the content analysis, the search function is severely limited, to the extent that teachers and students may be less likely to use the sites, or to return to them. The search function did not enable adequate filtering, causing in extraneous clips in the results. At the same time, search results for a given topic frequently did not include the associated teaching materials. As presented in Chapter 4, no dedicated search is available for the pedagogical materials, leaving the user to scroll manually through each of four types of lesson plans provided. There are hundreds of lesson plans in total, which makes this unfeasible for regular use by teachers, given that time constraints and search challenges were described in teacher studies to be significant impediments to the use of digital archives in the classroom.

Some differences affecting the accessibility of resources for teachers were found in the layout of the websites as well. For example, LARC provides a direct link from each clip to the associated teaching materials, making it a seamless experience for teachers researching topics. CBCDA does not make use of hyperlinks in this way, and provides only one tab available from the home page to enter the teachers' section.

This type of small difference can be significant to the ease of the overall experience for teachers, thereby increasing the likelihood that they will return to use the site again. "Like anybody, if you have a positive experience, you are going to return to it. ... They'll bookmark it. But if you get in wrong, they may never come back because there is so much choice" (PCH4, 2006).

5.3 Findings: Pedagogical development

The examination of PCH funding applications for the CCOP between 2001 and 2006 include the development of pedagogical materials in its attribution criteria for successful applicants. In the Program's first few years, it was considered "one of 4 or 5 criteria for funding that were more or less equally weighted" in deciding which applicants would receive funding (PCH1, 2006, np). The emphasis on pedagogical materials, and the specificity about the need for curricula-based, searchable lesson plans, categorized by grade was more strongly emphasized in the later years of the Program (PCH, 2006).

5.3.1 Case Study

The case study revealed that the pedagogical aspect of the CMF was well suited for CBC/Radio-Canada. The interviews revealed pre-existing business relationships with educational communities across Canada. The sale of educational materials supported by the Corporation's analog archival holdings for use by teachers and University-level professors was a long-standing practice. For the digital archives project, both Montréal and Toronto hired pedagogy experts to develop educational resources that were aligned with curricular needs.

The content analysis and observations of LARC and CBCDA revealed that teacher sections exceed the criteria set out by CCOP. Consistent with the theoretical literature presented in Chapter 2, each website provides (1) classroom tips for effective use of the educational materials and assessment suites, which are searchable and grade specific; (2) assignments and activities involving the use of one or more topics, and providing opportunities for the kind of interactive and self-guided online research fundamental to a constructivist pedagogy, and broadly

indicated in the literature to be conducive to the development of students' historical consciousness, and the associated historical thinking skills.

The lack of defined internal performance measures both from CCOP and CBC/Radio-Canada make it more difficult to quantitatively assess their respective successes beyond the number of page views and the amount of content that has been digitized. Neither the group in Montreal nor in Toronto had completed any statistically valid evaluation of their sites to determine if they were reaching the educators' groups they had targeted with their marketing. The positive assumptions about the archives use by teachers were informed primarily by anecdotal evidence from teachers' commentary at teaching events that were attended by CBCDA and LARC, as well as the overall numbers of visitors recorded on the site.

Interviewees from PCH (1) and CBC (2) reported that data was collected about the use of teachers' resources on the web sites, though these data were ultimately not made available because they couldn't be found. PCH1 (2006) stated that CBC/Radio-Canada reported not having the uptake by teachers or number of downloads from the teachers' resources that they had hoped for, though for CCOP, overall, the level of interest in teaching materials was found to be contingent upon the type of product offered. This contradicts the reports by CBC1 and CBC4 (2006), which contended that the response was very favourable. In any case, the extent to which teachers are using the websites is not publicly known.

5.3.2 Findings: Challenges to the Use of CBCDA/LARC as Pedagogical Resources

5.3.2.1 Teacher Education

Outside the scope and capacity of CCOP and CBC/Radio-Canada, the need for professional development opportunities for teachers to increase their familiarity and comfort

level with the use of ICTs and the Internet for teaching history. This is particularly the case with a digital history approach. As Lévesque (2009) explains, “Perhaps the most significant obstacle to the use of digital archives in the classroom is the teachers themselves” (np). Lévesque (2009) sums up the challenges of imposing a shift to digital history and the pedagogy of historical consciousness on classrooms, where teachers and students are inadequately prepared.

“First, computer technology can help history educators only if such technology supports their philosophy of history education. In other words, digital history is likely to improve students' learning if teachers already have a clear conception and design of what it means to teach for historical thinking. Second, and related to this, educators need to have both regular access to and training in computer technology. If most schools in Canada have computers connected to the web, not all teachers use or know how to use digital history technology.” (np)

As this study does not extend to the classroom, no observations can be offered in this regard. However, research conducted by PCH in 2003 confirmed these findings from the literature. Further, in-class observation made by L’Etoile (2007) found that not only did teachers struggle using the CBC/SRC digital archives in the classroom setting, but they were largely unaware they existed as a resource.

5.3.2.2 Education: Federal – provincial boundaries

In Canada, the provincial jurisdiction over education creates another obstacle for the national digital archives built with a pedagogical rationale. PCH1(2006) discussed the process of trying to get the provincial education ministries on board with promoting the use of CCOP funding websites. Though PCH1 (2006) reported holding productive conversations with the provincial ministers of education at the time, the interviewee, once among the most senior executives in charge of CCOP, ultimately discerned that some provinces would not be willing to

accept money for education that had federal markers attached to it. Such was the case, for example, with an attempted joint project with the Council of Ministers of Education for Canada (CMEC), where PCH proposed to “do a kind of survey of teachers’ use of internet resources and teachers’ needs for internet resources” (PCH1, 2006, np). They “spent about 18 months working with a small committee of CMEC, only to have the final project design crash on a couple of provinces who said, ‘you got feds there – I’m not lettin’ you in my schools. You can’t do your stuff here’” (PCH1, 2006, np).

Thus early attempts to gather more information appear to have been thwarted in part by protracted wounds to identities in Canada. That said, having access to the digital archives “in order to bring together a teaching package that is designed by somebody from Quebec” (PCH1, 2006) was received more positively. Where “the feds” are perceived to be directly “saying, ‘here’s the story that fits your curriculum’ that they say ‘no, I don’t want you to tell us how to tell our stories. We want to do that ourselves.’ So, we’re working on a number of different approaches to try and figure out what actually works, and when we find things that work, we’ll do more of that” (PCH1, 2006).

The strength of the provincial role in education may also be at play in some of the findings on LARC. As suggested by the nominal data and confirmed through interview findings presented in Chapter 4, interviews with executives at LARC revealed a strong awareness of the challenge they faced in promoting the archive for use in schools in Quebec. Although the limited sample does not permit the assumption that the findings from the content analysis would hold true across the entirety of the pedagogical materials, it may nonetheless account for some of the choices made about which clips should be developed with accompanying pedagogical materials.

At the applied level, CBC1 (2006) confessed to not being aware of whether “educate” was even included in their mandate. This confusion may have occurred in part because the CBC archives website did refer to ‘educate’ as one of its objectives, whereas the Corporation’s official mandate is to ‘inform, enlighten and entertain.” This same executive explained that certain sections of the CBC/SRC feel very passionate about education and the Corporation using its resources to that end.

CBC2 (2006) offered that federal -provincial issues arose from a logistical perspective in terms of the curricula content differing among the provinces. He explained that teachers are so regulated in terms of the objectives they have to meet that the content could not be linked to specific curricula, as suggested by CCOP, but had to be made more generic. Additionally, the curricula change every few years, and the Archives teams do not have the resources to address those needs. Given the very strong protection of provincial jurisdiction over education by some of the provinces, the absence of a specific connection from the federally funded national public broadcasters’ archives to provincial curricula was probably a wise political decision as well.

5.4 Access

Canada is particularly well positioned to capitalize on the assumed corollary between historical memory and national identity using these online tools because of its early investments in infrastructure for the Internet, and Industry Canada’s program to connect all schools and public libraries to the web. Nonetheless, the existence of information is only one of the necessary conditions for access and, alone, is inadequate for the task of turning the available information into knowledge for Canadians.

“Having created the collections does not guarantee that future generations will be able to benefit from the treasured information” (Aschenbrenner, 2001, np). The author intends this in terms of the technical challenges of the long-term preservation of digitised collections, which is also a challenge for the CBC/SRC archives generally. However, the literature shows a strong political and institutional commitment to digitisation, as well as to making audiences aware of the availability of the resources is necessary. Their adoption by schools is essential to enable the pedagogical shift and all its identified benefits for Canadian students, citizens and life-long learners.

5.4.1 Communications and Evaluation

One large misstep in maximizing the possibilities of the Canadian Culture Online Program is what appears to be a lack of clearly defined, measurable outcomes for the Program. Language such as creating “a critical mass” of digitized Canadian content was dismissed as a definitional impossibility by one senior executive at PCH, but was used by four other interviewees in describing the goals of the Program. The terms were not clearly operationalized in any sense at the policy or funding stage, thus neither CCOP nor its funded recipients could know when the objective was reached. In turn, very little was asked of funded recipients in terms of reporting in order to determine whether they were meeting a defined set of objectives.

The 2008 Summative Evaluation of the CCO Strategy (CCOS), as it was called at the evaluation stage, came to similar conclusions. “Little results-based performance information is available for the CCOS as a whole, as a regular performance report is not prepared. A pertinent indicator would be the number of Canadians who access the various CCOS-funded cultural content websites each month. Although funding recipients are supposed to provide regular

reports on website traffic, few recipients are doing so on a regular basis, and the Department has no way of ensuring compliance” (Canadian Heritage, 2008, p. 18).

CBC/Radio-Canada appears to have mirrored the lack of measurable outcomes. CCOP failed to specifically define its expectations of funded recipients and did not make reporting of any specific outcomes a requirement (PCH1, 2006; PCH3, 2006). Communication planning and/or the marketing of their websites were not requirements either, though the funding applications did suggest that five to ten per cent of budgets be used for communication activities. The funded recipients’ only formal obligation was to mention on their website that part of the funding for that site came from PCH.

Given the very limited communications budgets at both the CBC Digital Archives and Les archives Radio-Canada, their actions focused primarily on outreach to teachers. Interviewees from PCH and CBC confirmed that data was collected by the Corporation to account for the use of its pedagogical resources. However, none of the data was ultimately made available for this study. Future research into how and if these digital archives are being used by youth, teachers and lifelong learners would go a long way toward determining the effectiveness of the pedagogical materials and determining what improvements would make the websites more user-friendly and accessible for all audiences.

On a more successful note from the communications and marketing perspective, the most surprising outcome for both CBCDA and LARC was the positive returns for the Corporation as a brand and the increase in commercial opportunities that resulted from making the archival material available (SRC2, 2006; CBC1, 2006; CBC2, 2006). For example, the CBC archival sales group has developed a partnership with the Canadian War Museum, linking some of its

online exhibits and its visitors to the CBC digital archives' related audio and video materials. Before the digital archives went up on the Internet, the assumption was that both CBC and Radio-Canada would lose business and revenue because people would take the content for free. Both the French and English parts of the Corporation found their business and commercial opportunities increased because the digital archives acted as an online advertisement for their holdings, though no specific data was available.

5.4.2 Copyright

PCH's research into the cost of digitizing a document for the web, including metadata for each item that is archived on a website, revealed there was a range for clients of CCOP that went from about \$4.00 per file to over \$200 per file for CBC/Radio-Canada (PCH1, 2006). CBC/Radio-Canada's investment was considerably more expensive in part because of rights issues, but also because of the metadata on each file to make it accessible for use across all of its platforms. As confirmed by CBC, "Metadata is used to describe visually every shot in a clip. It is very labour intensive at the back end, but incredibly fast at front end for research and breaking news, or the sudden death of someone famous" (CBC3, 2006).

Though a thorough discussion of copyright is outside the scope of this study, the challenges and expense presented by rights clearance and digital rights management was repeated and emphasized by a majority of the participants. Legally, the role of intellectual property rights has implications for digital archiving both with respect to existing archival collections being digitized and born digital artefacts. "Although the Web is idealized as a public domain, digital copyright issues remain a major obstacle" (Lyman, 2002, p.39). Archivists do not have any pre-existing legal right to archive the web, and thus could lead to copyright challenges.

“Intellectual property concerns are tied to the ambiguous boundaries of the Web insofar as each additional element that is linked, and/or the voice, video and data that may be included on a given page, all may have rights attached to them. This problem will continue to expand with innovation” (Lyman, 2002, p. 41).

The case study of CBC/Radio-Canada revealed that the “rights issues are humongous!” (CBC4, 2006, np). One senior executive at PCH explained, “...with something like CBC, a portion of the money they get from us every year goes to pay the two lawyers who work full time clearing rights for stuff for the archives” (PCH1, 2006, np). Copyright and the negotiation of Internet rights were consistently identified by CBC/Radio-Canada as one of the biggest challenges to getting their archives online. Because of this, they have been largely restricted to digitizing news and current affairs programming, to which they already own the rights.

“There is only a small part of their archives right now that they can give away. It’s still stuff that they’ve produced themselves and to which they own all the rights” (PCH1, 2006, np.). The cost of negotiating rights is one of the most expensive pieces for CBC/Radio-Canada to make their programs available online. A full rights search and negotiation for access to the Internet rights is carried out for each clip. Before the Internet, of course, these rights did not form part of the artists’ contracts. “The big reason that the CBC doesn’t give stuff away, that they stream it rather than let you download it is that they’ve only cleared the rights to use it on their internet site, they haven’t cleared the rights for somebody else to use it” (PCH1, 2006, np).

5.5 Conclusion

Digital archives are central to teaching and learning historical consciousness, given its fundamental requirement for access to and interaction with primary sources, the artefacts from which historians investigate and piece together the past. Advocates of digital history posit that this form of history education produces citizens with the skills to think critically, weigh evidence and interpret meaning, and exposes history students to a truer representation of Canada – its diversity, its failings, and its successes (Levesque S. , 2009; Seixas, 2002; Stearns, 2000). Students' active role in 'doing history' begets a sense of their agency argued to bear fruit for the democratic engagement of Canadian youth. The specific qualities of digital technology and the Internet – access, interactivity and the network – enable these possibilities for understanding and informing Canadian identity.

The CBCDA and LARC are well equipped with pedagogical resources to support their use by teachers in a classroom setting, and in such a way that they may be adapted to suit provincial curricula requirements. However, the technological aspects of the websites are underdeveloped to meet the needs of constructivist learning associated with the development of historical consciousness. There are, however, some notable differences in the findings of the CBCDA and LARC. LARC appears to have developed its website further and in the process has made it relatively easier to navigate and, importantly, easier for teachers to find and use their pedagogical resources.

The perhaps unsurprising results that showed a more Quebec-centric focus to the SRC digital archives and its selected teaching materials do, however, raise questions about its capacity to inform a broad and multi-faceted understanding of Canada for all Canadians, whether French or English. This result is consistent, however, with interview results, which indicated reluctance

by PCH to emphasize CCOP's connection with national identity specifically. Even more telling were statements from interviewees at SRC that revealed their overt concern that the entire archive project would be rejected in Quebec, which catalyzed their decision to promote it as "Quebec history" and not "Canadian history" (See section 4. for participants' quotations).

Overall, there was a general awareness of the connection between having access to Canadian history online and the development of a broader understanding of and among Canadians, as well as its connection to Canadian identity. There is a common understanding about the importance of the archival collections as a public good that should be made available for all Canadians. The absences of measurable and defined outcomes for the sites and accurate statistical data make their relative success difficult to assess in any quantitative way for the CBC/Radio-Canada.

6 CONCLUSION

This study set out to assess the efficacy of the Canadian Memory Fund to advantage historical consciousness in Canadians. This is guided by the following research question: Was the Canadian Memory Fund an effective vehicle to exploit the technical characteristics of digital technology functionally necessary to advance Canadians' historical consciousness?

The results of our study show that the CBC/Radio-Canada digital archives are only adequate to the task of being used as effective pedagogical tools suited to the development of historical consciousness in Canadian students and life-long learners. This is because the technological characteristics that are fundamental to the active, inquiry-based learning of digital history are not sufficiently developed on these websites. At a minimum, the evidence shows that digital archives must be easily found by teachers, and used in classrooms to engage the teaching and learning of historical thinking. The case study revealed problems with finding the sites through the CBC/SRC home pages, which means that teachers who don't already know about the CBCDA/LARC are less likely to find it. The absence of a strong search feature, limited use of hyperlinks and challenges to locating the associated pedagogical materials are all shortcomings of the CBC and SRC digital archives sites. These are deterrents to teachers using and returning to these sites.

The development of social media applications is necessary to create an interactive space where Canadian students, citizens and other users may discuss the different accounts and experiences of Canadian communities related to the multitude of topics on the sites. IHAC's original vision of the Internet becoming a tool to enrich and invigorate the cultural dialogue in Canada is unlikely to be achieved in the absence of such features.

The case study shows that CBCDA and LARC have not capitalized on the characteristics of social media to build communities. There is nothing at all on the CBCDA site to invite users to join, share or discuss. At this time, the national public broadcaster seems to be missing a significant opportunity to serve its mandate by becoming a community hub for sharing individual and collective Canadian stories. Neither does there appear to be an opportunity for teachers to discuss their challenges, successes and best practices when using the sites' pedagogical resources. In fairness to CBC/SRC, in the late 1990s and early 2000s, awareness of social media and interactive features were not the everyday affair of being online that they are today. Given the funding cuts that have already reduced the work of the digital archives teams at SRC and CBC, and the reports by both Montreal and Toronto that the digitization projects act first to serve their purposes as a broadcaster, this evolution seems unlikely any time soon.

In Chapter 1, IHAC's Final Report called for strategies to develop a strong Canadian cultural presence on the Internet:

“The Information Highway must ... provide us with a new and more powerful means of enriching and invigorating the ongoing cultural dialogue that defines our national identity, our shared values and the common social purpose that provides the foundation for democratic institutions.” (Information Highway Advisory Council 1997, p. 58)

Our study revealed that the challenges to the efficacy of digital archives as a pedagogical tool are not merely technological. As the literature presented here has established, “[t]he very conditions of a pluralistic society that give rise to intensified concerns with the past, make the practices of myth and heritage unsuitable to address those concerns adequately....” (Seixas, 2002). It is precisely the diversity of experiences and understanding around such events as the Chinese head tax, the Japanese internment, First Nations treaties and residential schools, and the

execution of Louis Riel that make the type of history taught in Canada one of the battle grounds of the “history wars”. The history wars in Canada, with some notable exceptions, include long-standing debates about what kind of history should be taught to children, Canada’s future citizenry, what pedagogical approach should be taken in the teaching of history, and indeed what the objectives of teaching and learning history should be.

The controversies and sensitivities surrounding Canadian history and national identity remain active. In the time since CCOP was dismantled and funding pulled from the Canadian Memory Fund in 2009, planned re-enactments to mark the Battle of the Plains of Abraham were cancelled amid internet campaigns, petitions and reports of threats from sovereigntists groups (CBC, 2009), the Government of Canada has been criticized both for large cuts to the CBC/Radio-Canada and heritage institutions such as Library and Archives Canada, as well as for spending too much commemorating the War of 1812. The GOC’s planned study of “ a thorough and comprehensive review of significant aspects in Canadian history” (Parliament of Canada, 2013, p. 1) was met with accusations of attempts to ideologically influence Canadian history, and most recently, Jocelyn Létourneau’s 10 year study of history in Quebec has confirmed that, indeed, historical understanding is divided along linguistic lines.

It’s a vision of who we are: on one side a big family taking communion at the same patriotic Eucharist, which is francophone Quebecers, and on the other side, all these outside powers who take the form of the British, the English, the Americans and the federalists, etc., and who are preventing us from fulfilling our potential. And that is very, very powerful.” (Létourneau, 2014, np)

The controversies of Canadian history and history education stem in large part from the different understandings and experiences of the costs, writ large, to create Canada. From the perspective of Aboriginal peoples, for example, it is not hard to understand that the price of the

residential schools program was much too high. What then would have been the future cost to them and to Canada to have their experiences excluded from history education of Canada?

Digital archives may expose history students to a truer representation of Canada – its diversity, its warts, and its successes. At the same time, research shows that the pedagogical use of digital archives and primary sources engender information and media literacy, critical thinking and research skills (Bloom & Stout, 2005). These are the skills of historical thinking, engendered via an active-inquiry based approach to history. As such, adopting this pedagogical approach would engender the types of skills necessary for Canadians to examine historical events, and draw conclusions for themselves, derived from access to primary sources of evidence, as to what the historical truth of the matter may be. Importantly, the teaching philosophy and pedagogical approach of teachers must also be aligned with this approach for it to succeed. That said, the strictly provincial jurisdiction over education creates substantial hurdles for a shift of this type to be achieved nationally.

6.1 Areas of Future Study

Still missing from this field of studies are the types of cost and labour intensive longitudinal studies where students exposed to this pedagogical approach could be followed over a period of years to measure the extent to which their thinking is different from students exposed to the traditional teacher-centered model of history education. The same type of study would be necessary to determine whether this would in turn show effects on individuals' sense of national identity. L'Étoile (2007) took a step in this direction and found that neither CBCDA nor LARC had any significant penetration in the school systems studied in the Ottawa-Gatineau area. The 2008 Summative evaluation likewise found that, "penetrating the school system with online educational products faces a number of hurdles, including insufficient hardware and software in

many classrooms and the reluctance of some teachers to modify longstanding lesson plans to adapt to Internet-based learning” (Canadian Heritage, 2008, np).

The constitutionality of federally funded pedagogical materials for use in provincially governed school curricula stands out as a challenge as well. Mascio (2013) asked this question in the context of Quebec’s provincial history and citizenship program. The author argued that because the published educational materials did not support the specific curricula of the province, that they could be construed to be propagating a national narrative of history and identity. This may be of particular interest in light of the Quebec provincial government’s recent decision to do a study of its primary and secondary history education program and implement a mandatory Quebec national history course at the cégep level. With a new Liberal government having replaced the Parti Québécois, it will be interesting to see what direction those programs take.

6.2 Recommendations to the Department of Canadian Heritage

1. Return to the CHPC study of history in Canada and move forward with a mandate sufficiently broad to encompass all the elements at play in the history wars. These should include the purpose of studying history in Canada, and the desired outcome of history education and the teaching of history educators. To this end, the Committee should reinstate the comparison of provincial curricula and history programs, if only to determine best practices in the field and the classroom.
2. In keeping with objective of history study and statements by the former Minister of Heritage, the Honourable James Moore, reconsider special funding parcels for digital archives of Canada’s national institutions.

6.3 Recommendations to CBCDA/LARC

1. Invest in the development of social media tools for the CBC Digital Archives and Les Archives to encourage the growth of online communities of Canadians built around the historical archives.
2. Bilingual tagging: The teachers' study conducted by CCOB in 2003 found that French resources suitable for immersion students were missing from the digital archives. The bilingual tagging of clips and an associated bilingual search function on both sites would offer a minimally disruptive and cost effective step that could be taken to increase the usefulness and accessibility of the sites by immersion students in both languages.
3. Make a commitment to cross-promote the digital archives websites across all other CBC/Radio-Canada platforms in a strategic and substantial way.

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APPENDIX I: INTERVIEW GUIDE: PCH/CCOP

Interview Guide: CCOP

1. What is the overarching strategy behind the policy?
2. What were the specific goals and objectives of the CCOP policy initiative at the outset?
3. Have these changed over time? In what ways?
4. What is the organisational chart for funding programs? E.g. Memory Fund, Partnership Fund
5. What is the benefit to Canadians of having a Canadian presence on the Internet?
6. Why do we need Canadian cultural and historical artefacts online?
7. How does a Canadian presence on the Internet benefit the Canadian government?
 - a. What should it ideally look like and contain?
 - b. Who should be represented therein?
8. How are the places created on the Internet through CCOP funding conceived in the Program? Are they viewed, in a sense, as public places?
9. Do you have any sense of the audience sizes for these archives? If its Canadian audiences for these websites are limited, does a Canadian presence online still contribute something to Canada?

HISTORICAL MEMORY

1. What is the importance of developing Canadian historical memory in digitisation of these archives?
 - a. How is historical memory defined by CCOP/PCH?
2. What is the perceived connection between the creation of Canadian cultural spaces online and the preservation of historical memory?
3. What are perceived by PCH as the greatest threats to Canadian historical memory?
 - a. and cultural identity?
4. What is the perceived value of Canada's historical memory for Canada and Canadians?
5. What is the political value of historical memory?
 - a. Does it help Canadian unity?
 - b. Does it help to bridge regional and cultural feelings of belonging?

6. What is the role of a Canadian online presence in helping new Canadians to settle into the country?
7. In what way did historical memory and its connection to Canadian identity play a role in the creation of CCOP?

PEDAGOGY

1. How much emphasis is placed on the pedagogical aspect of the archives when selecting funding recipients?
2. How much direction is given to the funded agencies in terms of the pedagogical role of these websites?
 - a. Are they required to provide resources for different grade levels?
 - b. Life-long learners as well as students?
3. What, if any, are the concerns resulting from provincial jurisdiction over education?
 - a. Do provincial education guidelines factor into the teaching tools that are part of the websites?

PROMOTION

1. Was the policy promoted to Canadian cultural institutions?
 - a. How?
 - b. When?
 - c. By who?
 - d. Incentives?
2. Who are the target audiences for CCO funds?
3. What groups have applied/received the most?
4. Is there a group/region/segment that has not applied that you wish was better represented?
5. By what means are the websites tracked or evaluated to see if they are being used in a manner that is achieving the intended goals?
6. By what means is the effectiveness of the websites and archives evaluated in their achievement of the CCO policy goals?

INTERVIEW CONCLUSION

1. Ideally, what should CCOP accomplish for Canadians? For Canada?
2. What is its greatest success?
3. What challenges exist within the policy framework?
 - a. Practical?
 - b. Political?
4. What challenges have been encountered in its application? Practical? Political?

APPENDIX II: INTERVIEW GUIDE: CBC.CA

1. How does the CBC conceive of the CCOP policy goals?
 - a. Promote Canadian culture/identity?
 - b. Historical memory?
 - c. Archiving?
2. Of those goals, which is most salient for the CBC.ca? Why?
3. Which do you think is the least in keeping with CBC.ca's vision?
4. What does the CBC view as the primary objective of its digital archive?
 - a. What are the secondary goals and objectives?
 - b. What have been the unintended benefits of CBC.ca?
 - c. What have been the unintended challenges?

PUBLIC BROADCASTER ONLINE

6. How does the website differ from other platforms? As a means of reaching audiences?
7. How does the CBC balance the goals of the archive with their public broadcasting mandate?
8. How important are emerging technologies to the CBC in achieving its mandate?
9. The Internet as a platform is not covered by the CBC mandate as outlined in the Broadcast Act. Does this present any concern for CBC.ca and the archive?
 - a. Is the entire digitised catalogue available to Canadians? Why or why not?
10. How does the CBC archive differ from a would-be privately owned digital archive of this type?

HISTORICAL MEMORY

12. What is the role of the CBC archive in preserving Canadian historical memory?
13. What are the criteria by which an artefact is chosen for the archive?
14. How much regional/local content is archived compared with national content?
15. How does the CBC archive make history more accessible for students?
 - a. Audio, video, text, hypertext, etc.
 - b. Access to digitised primary resources
16. Why is the preservation of historical artefacts important for the CBC?
 - a. For Canadians?
 - b. For Canada?
17. Is the relationship with Canadian identity considered when selecting materials? In the presentation of materials?
18. What does the CBC archive contribute to the fostering of Canadian identity?

PEDAGOGY

1. How does the CBC interpret the pedagogical goals of CCOP?
2. How much emphasis is placed on the development of the archive as a tool for teaching and learning?
3. What are the criteria by which pedagogical materials are developed for a particular subject/clip/event?

4. What portion of time and funding is spent on the creation and promotion of teaching materials?
5. Do they create lesson plans that capitalise on the benefits of teaching with primary resources?
 - a. Are they interactive?
 - b. Do they make use of all platforms? i.e. video, audio, text
6. Does the CBC have relationships with the provinces to create lesson plans that are in keeping with their curricula?
7. Is there any perceived conflict with the supplying of educational material because of the provincial jurisdiction over education?
8. Do they promote CBC.ca to educators/schools/school boards across Canada? How?

PROMOTION

1. Who is the target audience? How is the Canadian audience for the archive segmented?
2. How is the effectiveness of the website evaluated??
3. How much of the funding is used to evaluate the effectiveness of their website?
4. Does the CBC track who uses the archive? How? Demographics?
5. What platforms/vehicles do they use to promote the archive to Canadians?
6. Has the CBC promoted the archive internationally?
7. Has it has success selling content in the global market?
8. Why is it important for Canadians that the CBC archive be promoted abroad?
9. Is the value and significance of CBC.ca tied to the number of users?

APPENDIX III: CONCEPTS & DIMENSIONS

1. Online Public Space

Dimensions: Space (PS1); place (PS2); online public space (PS3); cultural protection (PS4); ideology (PS5) (private (PS5a) vs. public (PS5b)); Effect of naming electronic space (PS6)

2. Digital Archives

Dimensions: Technology (DA1); Information and communication technologies (ICTs) (DA2); Digital/ Digitisation/Digitalised (DA3); Interactive (DA4); Network (DA5)

3. Identity

Dimensions: Citizenship (ID1); national identity (ID2); collective identity (ID3); regional/local identity (ID4); spatial identity (ID5); community (ID6); diversity (ID7); culture (ID8); civic duty (ID9); social cohesion (ID10)

4. Historical Memory

Dimensions: Heritage (HM1); historical consciousness (HM2); Narrative (HM3); Critical history (HM4); Collective memory (HM5); National memory (HM6); Archival memory (HM7)

5. Pedagogy

Dimensions: Digital Archives (PG1); History education (PG2); Narrative, linear history (PG3) vs. critical discourse (PG4); Critical thinking skills (PG5); Information & media literacy (PG6); Constructivism (PG7); Connectivism (PG8); Knowledge vs. Information (PG9)

6. Promotion

Dimensions: Audience(s) (P1); Marketing (P2); campaign (P3); visibility (P4); Goals (P5); Objectives (P6); Policy (P7); Promotion (P8); Sales (P9)

APPENDIX IV: RESEARCH PARTICIPANT CONSENT FORM

Professor Pierre C. Bélanger, Ph.D.
Department of Communication, Faculty of Arts
University of Ottawa



Lara P. Trehearne
Department of Communication, Faculty of Arts
University of Ottawa



I am invited to participate in a research study by [REDACTED]. I understand that the purpose of this study is to examine the effectiveness of digital archives as a teaching and learning tool that contributes to the understanding and development of historical memory and Canadian identity. My participation will consist essentially of a ninety-minute interview. The interview will take place at a mutually agreed upon time and location.

My participation in this study will entail responding to questions from the interview guide. Anonymity has been assured by the researcher, Lara Trehearne, in the event that I do not want particular answers from the interview attributed to me personally. Further, I have been assured that data from the interview will be used in the publication of the master's thesis and peer reviewed articles only, and that my anonymity and confidentiality will be protected upon my request. The data collected from notes and tape recordings of the interview(s) will be kept secure in the Dr. Bélanger's office at the University of Ottawa. No person other than the investigators will have access to the data, and it will be erased and/or destroyed in five years time. My contribution to this study will enable greater understanding of the potential benefits of digital archives for the teaching, learning, and understanding of Canadian historical memory and national identity.

I am under no obligation to participate in this study and can chose to withdraw at any time. I may also refuse to answer any questions during the interview with which I am uncomfortable for any reason. If I chose to withdraw, all data gathered until that time will be included in the study..

I, (insert participant name), agree to participate in the above research study conducted by Lara Trehearne of the Department of Communication, Faculty of Arts, at the University of Ottawa, under the supervision of Dr. Pierre Belanger. If I have any questions about the study, I may contact the researcher and/or her supervisor. If I have any ethical concerns regarding my participation in this study, I may contact the Protocol Officer for Ethics in Research, at the University of Ottawa, at the contact information provided below.

There are two copies of the consent form, one of which is mine to keep.

Participant's signature: _____ Date: _____

Researcher's signature: _____ Date: _____

Protocol Officer for Ethics in Research,

University of Ottawa

550 Cumberland St., Room 159

Phone: (613) 562-5841

ethics@uottawa.ca.

APPENDIX V: ETHICS APPROVAL CERTIFICATE

Removed per FGPS to prevent disclosure of personal information.

APPENDIX VI: CONTENT ANALYSIS DATA

	A	B	C	D	E	F	G	H	I	J	K
1	CBC DIGITAL ARCHIVES - CONTENT ANALYSIS										
2	Topics/Dossiers	# of Video Clips	Plurality of Canadian Voices	Historical Context	Use of Primary Resources	Lesson Plans	Address Technology Needs for Teachers	Use of Interactivity	Use of Hyperlinks for navigation	Use of Historical Investigation	Use of social media
3	Louis Riel	18	yes	yes	yes	<u>yes</u>	Yes	No	Yes	yes	Yes - share
4	Sir John A. MacDonald	13	Yes	Yes	yes	yes	Yes	no	Yes	yes	Yes - share
5	The Charter	17	yes	yes	yes	Yes	Yes	No	Yes	Yes	Yes - share
6	Residential Schools	20	yes	yes	yes	Yes	Yes	No	Yes	Yes	Yes - share
7	Separatism	20	yes	yes	yes	Yes	Yes	No	Yes	yes	Yes - share
8	NFLD - joins Canada	14	yes	yes	yes	yes	Yes -	No	Yes	yes	Yes - share
9	Terry Fox	20	yes	yes	yes	Yes	Yes	No	Yes	Yes	Yes - share
10	Rocket Richard	17	yes	yes	yes	yes	Yes	No	Yes	yes	Yes - share
11	WWII	20	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes - share
12	The October Crisis	20	yes	yes	yes	Yes	Yes	No	Yes	Yes	Yes - share

