



# ICT INNOVATION FOR TEACHING AND LEARNING THE HISTORY OF ECONOMIC THOUGHT: THE EE-T PROJECT DATABASE

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## Abstract

*This paper presents an on-line platform which has been developed in the framework of the EC-funded ERASMUS project Economic e-Translation into and from European languages (EE-T), in order to make available a wide range of teaching and learning resources to higher education teachers and researchers in the field of History of Economic Thought. Although the EC agenda for the modernization of Europe's higher education systems states as a main priority the innovative integration of Information and Communication Technology into teaching and learning at higher education level, the integration of innovative approaches with the aid of digital tools into daily universities teaching is still limited; in this framework the EE-T platform represents a gateway to eLearning resources that would enable educational actors and universities to develop innovative practices. The EE-T database combines data from multiple sources in order to present translations of economic texts and links to their digital editions; students and researchers can also access online lectures and material, build new academic co-operations and share their research.*

## 1. Introduction

The Bergen Communiqué states that higher education is at the crossroads of research, education and innovation ("Bergen Communiqué", 2005). In this respect, to realize the European Research Area, research needs to develop strong links with education and innovation. On the other side, European higher education institutions have demonstrated great potential in both teaching and research, but often the two areas are not interconnected in an optimal way and neither are they well linked to the third element, innovation (European Commission, 2003; European Commission, 2011). It is increasingly turning out to be crucial for Universities to tailor their practices of teaching and learning according to the four interdependent pillars that characterize a "knowledge-based society": the production of new knowledge through innovation; its transmission through education, its dissemination to all citizens through the Internet, electronic books and e-learning and the conversion of new knowledge in new products and services (UNESCO, 2005). In order to play a key role in this new process, Europe's higher education landscape has an urgent need to transform its traditional institutional framework in order to ensure a closer linkage between research, academia and innovation.

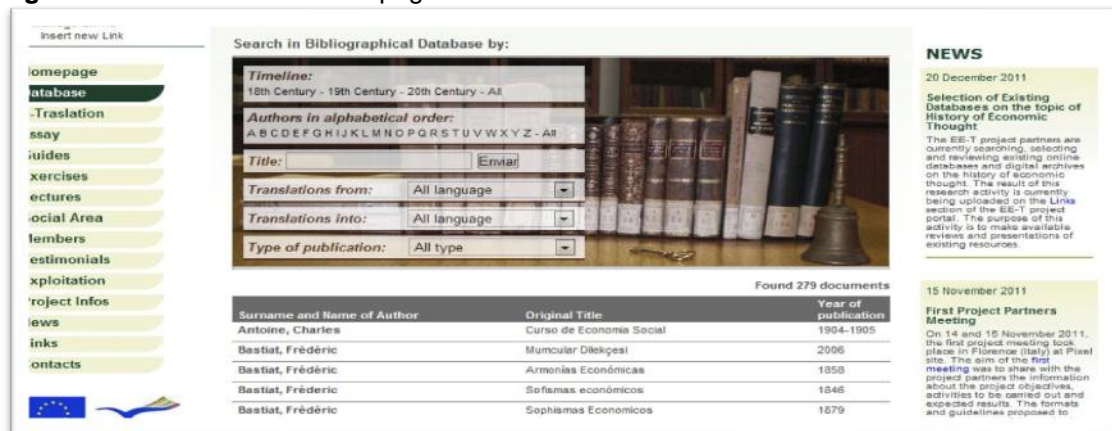
## 2. The EE- T database

In line with the European Commission's agenda for the modernization of Europe's higher education systems ([http://ec.europa.eu/education/higher-education/agenda\\_en.htm](http://ec.europa.eu/education/higher-education/agenda_en.htm)), the *Economics e-Translations into and from European Languages* (EE-T) project aims at exploiting the potential of Information and Communication Technology (ICT) to set more interactive teaching-learning environment and to further research cooperation by promoting the joint application of ICT tools and creative strategies.



Funded under EC's Lifelong Learning Programme – Erasmus sub Programme, EE-T developed a new digital interactive educational and collaborative Platform for the study of the impact of translations of economic texts on History of Economic Thought in the framework of the processes of transnational circulation of economic ideas (<http://eet.pixel-online.org/info/index.php>). Carried out by a consortium formed by 7 research centers and higher education institutions from 8 European countries<sup>1</sup>, the research activity undertaken during the project has led to the creation of a Database of 240 eTranslations in 8 European languages of economics texts of 18th - 20th centuries. The EE-T Platform is designed as a gateway that provides users both with an efficient way to find systematic and classified source materials and with an interdisciplinary platform for research collaboration. The database of translations of economic texts, that comprises the links to their digital editions and the online collection of translated economic e-text, can be browsed on the basis of: timeline, author, language of the translation. The EE-T database provides also access to a wide range of bibliographical sources: books, treatises, textbooks; articles published in journals; chapters included in edited books or collections of articles: entries in encyclopedias.

Figure 1: EE-T Database Homepage



Insert new Link

Search in Bibliographical Database by:

Timeline: 18th Century - 19th Century - 20th Century - All

Authors in alphabetical order: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z - All

Title:  Enviar

Translations from: All language

Translations into: All language

Type of publication: All type

Found 279 documents

Surname and Name of Author	Original Title	Year of publication
Antoine, Charles	Curso de Economía Social	1904-1905
Bastiat, Frédéric	Murcular Dilekşesi	2006
Bastiat, Frédéric	Armenias Económicas	1858
Bastiat, Frédéric	Sofismas económicos	1846
Bastiat, Frédéric	Sophismas Economicos	1879

**NEWS**

20 December 2011  
**Selection of Existing Databases on the topic of History of Economic Thought**  
The EE-T project partners are currently searching, selecting and reviewing existing online databases and digital archives on the history of economic thought. The result of this research activity is currently being uploaded on the Links section of the EE-T project portal. The purpose of this activity is to make available reviews and presentations of existing resources.

15 November 2011  
**First Project Partners Meeting**  
On 14 and 15 November 2011, the first project meeting took place in Florence (Italy) at Pixel site. The aim of the first meeting was to share with the project partners the information about the project objectives, activities to be carried out and expected results. The formats and guidelines proposed to

Each record contains information about the language of the base text and of the translation, type of original and destination text, and time line. These fields can be used for quantitative research on the phenomenon of economic translations, and as keywords and filters for searching the database.

<sup>1</sup> Universität Hohenheim (Germany) ;Technological Educational Institution of Messolongi (Greece) ;Universitat de Barcelona, Departament d'Història i Institucions Econòmiques (Spain) ; Université de Paris 1 Panthéon-Sorbonne, PHARE (France) ; Instituto de Ciências Sociais, Universidade de Lisboa (Portugal) ; Middle East Technical University (Turkey) ; University of Pisa, Department of Economics (Italy).

Figure 2: The EE- T Document Form

Webpage Screenshot

**Contacts**



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**BIBLIOGRAPHIC INFORMATION FOR DOCUMENT**

SURNAME AND NAME OF AUTHOR (IN THE ORIGINAL LANGUAGE)	Schumpeter, Joseph. A
SURNAME AND NAME OF AUTHOR (IN THE SPELLING OF TRANSLATION)	-
YEAR OF PUBLICATION	2011
TITLE	Poate supraviețui capitalismul? Distrugerea creatoare și viitorul economiei globale
EDITION NUMBER	-
REPRINT NUMBER	-
PLACE	București
COUNTRY	Romania
PUBLISHER	Publica
NUMBER OF VOLS/PARTS	-

**TRANSLATION ADDITIONAL INFORMATION**

TEXT TYPE	Translation complete text
COMPOSITION OF TEXT	-
EDITOR'S NAME(S)	-
TRANSLATOR'S NAME(S)	Monica Sibinescu
EDITORIAL APPARATUS	Editorial note/footnote (in case of articles or chapters) Preface or note of the publisher
PRINT RUN(S)	-

**OTHER USEFUL INFORMATION**

ISBN /ISSN	978-973-1931-65-4
NATIONAL COLLECTION CALL MARK	I1326879

16 November 2012

**Research Papers**  
A collection of research papers produced by the experts of the EE-T project partner Universities is being published in the Research Papers section of the EE-T project portal. The research papers focus on the impact of translations on the history of economic thought. Each of the research papers is the result of a transnational discussion among the experts involved in the EE-T project.

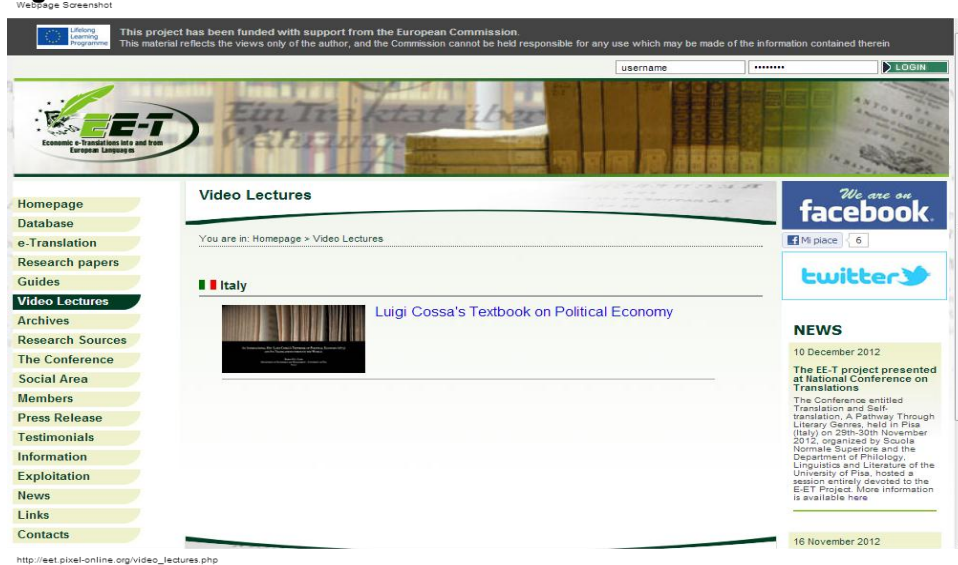
[http://eet.pixel-online.org/database\\_scheda.php?art\\_id=75&im=&aac=&tit=&tr=18&typ=1](http://eet.pixel-online.org/database_scheda.php?art_id=75&im=&aac=&tit=&tr=18&typ=1)

The information provided in the “TRANSLATION ADDITIONAL INFORMATION” section results from a careful analysis of these texts, revealing the active role of editors and translators in editing and publishing their versions. Typical phenomena that are observed in this section are abridgements, the omission of chapters, parts, the footnotes, the addition of prefaces, introductions, footnotes, in-texts comments that contextualized or adapted the text to intended public of readers, adaptations and free translations, and even forms of plagiarism.

The philosophy of EE- T Portal is a Web 2.0 one: non-proprietary, no-profit and based on peer production. The emphasis is on building a community of users as much as on providing access to a repository. Scholars, researchers, undergraduate and graduate students are invited to submit their own contributions, include new entries of translations not yet included in the database, amend and integrate the existing content. The form for crowdsourcing the database is provided in the *Guide to the Use of the Database* ([http://eet.pixel-online.org/database\\_guide.php](http://eet.pixel-online.org/database_guide.php)).

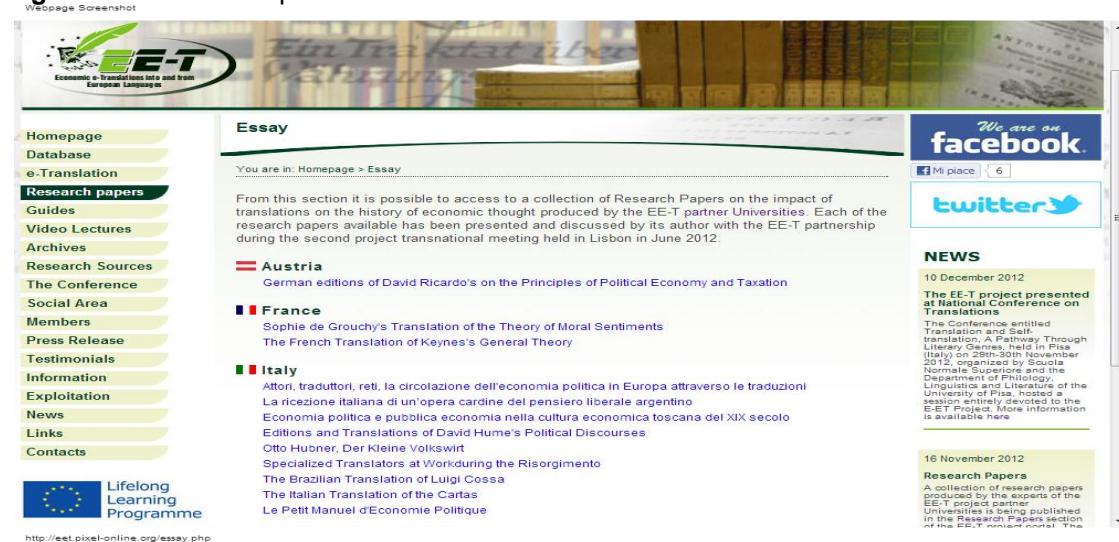
In addition the EE-T Portal is also intended as an apprenticeship platform for students of History of Economic Thought into the particular scholarly practice of the translation of economic texts. The research results of the project are integrated into the educational content provided by the Portal, in the forms of online guides and lectures, collective text analysis during student- tailored workshops, comparison between translations, lexicographical and lexicological deconstruction.

Figure 3: The EE- T Video Lectures



The Research Papers section of the EE-T project portal provides a collection of essays on the impact of translations on the history of economic thought produced by the EE-T partner Universities. The essays are intended as a support for educational activities on the historical, social, theoretical and linguistic aspects of translations of economics texts.

Figure 4: Research Paper Section of the EE-T Portal





### 3. Blueprint of an application of the EE- T Database to History of Economic Thought.

E-learning is becoming increasingly prominent in education: as evidenced by a questionnaire carried out in 2011 by OECD's Centre for Educational, Research and Innovation, 17 of 28 countries have initiated projects, programmes, or other kind of public funded initiatives in Open Educational Resources (CERI, 2012). The impact of the open sharing of research results and educational materials is widely recognized as potentially ground-breaking for learners, teachers and educational institutions in the next years (CERI, 2007; Schaffert, 2010; Tuomi, 2013). The following section illustrates the main incentives for individual researchers, students and lecturers to be engaged in the development and the use of the EE T Database, and its potential for enabling innovative educational practice.

The most relevant incentives for individual researchers, teachers and instructors are related to the open and flexible learning opportunities offered. The EE- T Database can be integrated in the existing practices within higher education institutions, where it can serve the diverse knowledge needs of the communities of students, researchers and lecturers. Lecturers can benefit from the EE T e Translations Repository as a single point of entry for systematized sources and teaching materials for classes and seminars, while students can easily access to analytical lists of works and publications for their dissertations. For researchers, contributing to the EE T Database can increase cross-institutional and inter-disciplinary dialog and collaboration.

The use of EE- T Database can however, also enable qualitatively new practices and new approaches in organizing education and learning. The use of eTranslations allows student to direct experience the texts and to interact with research, thus promoting an active, constructive engagement with contents. The Web 2.0 philosophy underlying the structure of the platform encourages open sharing and evaluation of ideas and teamwork among users, therefore favoring the transfer of knowledge from research to education to create new materials and approaches.

### References

"Bergen Communiqué" Communiqué of the Conference of European Ministers Responsible for Higher Education (Bergen, 19-20 May 2005)

[http://www.ehea.info/Uploads/Declarations/Bergen\\_Communique1.pdf](http://www.ehea.info/Uploads/Declarations/Bergen_Communique1.pdf)

CERI Giving Knowledge for Free: The Emergence Of Open Educational Resources 2007

<http://www.oecd.org/edu/ceri/givingknowledgeforfreetheemergenceofopeneducationalresources.htm>

CERI Open Educational Resources: Analysis Of Responses To the OECD Country Questionnaire EDU Working Paper 76 2012

[http://search.oecd.org/officialdocuments/displaydocumentpdf/?cote=EDU/WKP\(2012\)13&docLanguage=En](http://search.oecd.org/officialdocuments/displaydocumentpdf/?cote=EDU/WKP(2012)13&docLanguage=En)

EC (Communication from the Commission of 5 February 2003 - The role of the universities in the Europe of knowledge, 2003 [COM(2003) 58 final]. Brussels: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2003:0058:FIN:en:pdf>

EC Recent developments in European higher education systems [SEC (2011) 1063 final]. Brussels, 2003 [http://ec.europa.eu/education/higher-education/doc/wp0911\\_en.pdf](http://ec.europa.eu/education/higher-education/doc/wp0911_en.pdf)

SCHAFFERT, S. Strategic Integration of Open Educational Resources in Higher Education. Objectives, Case Studies, and the Impact of Web 2.0 on Universities, 2010. In: Ulf-Daniel Ehlers & Dirk Schneckenberg (eds.), Changing Cultures in Higher Education – Moving Ahead to Future Learning. New York: Springer.



Tuomi, I. Open Educational Resources and the Transformation of Education. European Journal of Education, 48: 58–78, 2013 doi: 10.1111/ejed.12019  
UNESCO, Towards knowledge societies, 2005 UNESCO world report. Paris: UNESCO.  
<http://unesdoc.unesco.org/images/0014/001418/141843e.pdf>



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