Ideas for the training

- The current use and importance of ICT in education
- Getting started in ICT and history
- Using ICT to develop historical understanding and skills
- Data handling in the history classroom
- ICT and cartoons
- Integrating virtual resources with the real world of teaching and learning.
- With contributions from academics and practitioners in history education and ICT, this module could be developed for the use of all history teachers and trainee teachers

Key Competences for Lifelong Learning in Europe

Knowledge, skills and attitudes

1. Communication in the mother tongue
2. Communication in foreign languages
3. Competence in maths, science and technology
4. Digital competence
5. Learning to learn
6. Interpersonal, intercultural and social competences, and civic competence
7. Entrepreneurship
8. Cultural expression

Life Story Interview
Personal Story Interview

- Why do we start with this method?
- Oral History Method
- Multicultural group
- Getting to know each other
- Thematic start
- The aim of the PSI/LSI is to allow to the person to reflect the story of his/her life
- Listening to make correlation with one’s own experience
- The questions put broaden the knowledge and give input for one’s own identity
- It is to be done in one to one interview, not for a group setting

Steps to follow:
- Work in pairs
- Answering to the questions:
  - Which place do you call home?
  - When did you have your first culture shock?
  - What was your first technology experience?
- When did you have your first computer shock?

**ICT in Education**

- In the United Kingdom, Information and Communication Technology (ICT) is a subject in education, and a part of the National Curriculum. Other countries, such as Norway and the Philippines, also have ICT as an educational subject.
- The ICT program in the United Kingdom is co-ordinated by Becta (the British Educational Communications and Technology Agency) is an agency of Department for Education and Skills in the UK. In its capacity it oversees the procurement of all information and communications technology (ICT) equipment and e-learning strategy for schools. It was founded in 1998). A major current initiative is the Curriculum Online scheme which is aimed to accelerate the uptake of technology amongst schools.

**Research on ICT and Pedagogy**

- The way ICT is used in lessons is influenced by the teachers’ knowledge about their subject and how ICT is related to it.
- Some teachers choose ICT resources that relate to a particular topic
- Some teachers use ICT to present the pupils’ work in an innovative way, without any direct application to the topic

**21st of April 2007**

**ICT in History Education**

**What does history lesson provoke?**
- Encourage students to make judgments based on evidence and experience
- The real benefit of the ICT is when teachers understand the use of it in their lessons.
- It is because of the benefit, not because you have to!
- If we always consider the implications of history first and ICT second, the beneficial use of ICT becomes much clearer.
- You always have to ask yourself not what history can do for ICT, but what ICT can do for history?
- Small steps are the key – (joint activity with the Informatics teacher in your school, if you do not feel comfortable)
- The use of ICT applications such as Word, Excel, PowerPoint, Publisher and Access

**Example: A Multimedia Exhibition** *(the lesson example, you may find in the very good and useful “Teachers’ Booklet. A Guide to the Learning Curve” of Ben Walsh and many more suggestions at www.learningcurve.gov.uk)*
- Introduction
- This lesson can be used at the end of a unit of work on any artefact-based society or culture. In it the children will create an online museum. They will have to make decisions about the “lay-out” of the museum, what artefacts to display, and how to describe them. This activity will take several sessions.
- What will the children learn?
- The children will learn to identify and give reasons for changes in a culture.
- They will understand that the past can be interpreted in different ways.
- They will learn to organise and communicate their work effectively.
What prior experience do the children need?
- Children should have visited a museum and used artefacts and photographs as sources of historical information. They should have knowledge and understanding of the main features of the society studied, the changes that occurred and some reasons for these.
- They should have learnt how to use text, images and sound, and how to make links between sections of their work.
- They should know how to use a multimedia

Equipment
- Computer with Internet access, projector and whiteboard for whole class work
- Computers with multimedia program
- Photographs of artefacts owned by the school.
- Pictures downloaded from the Internet, if conditions of use permit.
- Books and other sources of information pertinent to the study unit.

The lesson
- Remind children of their visit to a museum and ask them to tell you features of the museum. List these.
- Explain to the children that, working in groups, they are going to use a multimedia to create a virtual museum. Each “gallery” should have at least two pages.
- Display the Sainsbury’s Virtual Museum, http://www.j-sainsbury.co.uk/museum/museum.htm and, with the help of the children, explore it.
- Is there a prescribed route that you have to take or do you have choices?
- When you are in part of the museum how do you find out what is there?
- What is similar to/different from a real museum?
- With the children plan the sections of the museum. Brainstorm the sorts of information that might be included and possible sources of information.
- List all this at a computer so that print outs can be made available to each group.
- Remind the children that museums do not just display artefacts with titles about each, but the titles also explain the significance of the artefacts by making links between ideas, beliefs, attitudes and experiences of the ordinary people.
- Divide the class into groups allocating one section of the museum to each.
- Each group should now plan their display in detail, and in next lessons create the display using as many multimedia features as is appropriate.
- Finally the class should decide upon the “layout” of their museum, and create links between the different sections.
- They should provide a plan of the museum as the first page.
- In the final plenary “visit” the museum. Ask children to choose the route they want to take. Look at the exhibits and read the titles. Do these provide a clear picture of what happened in the civilisation? Do they make links between events and give reasons for changes? Have any different groups used the same picture or piece of information for two different purposes?

Reference
- National Curriculum Programme of study: History Key stage 2 - Knowledge and understanding of events, people and changes in the past 2c, 2d: Historical interpretation 3: Organisation and Communications 5a, 5c http://www.nc.uk.net/index.html
- 5-14 National Guidelines for the Curriculum in Scotland: Environmental Studies – People in the past, The nature of historical evidence, Level D
- ICT, Searching and researching; Creating and presenting, Level D/E
- http://www.ltscotland.org.uk/5to14/guidelines/index.asp
- Reflecting on their work
- Encourage the children to compare their interactive museum with a document that can only be read linearly. What are the advantages? (It is more realistic because you can make choices.) What are the disadvantages? (You might miss parts of it because you do not have to use a pre-defined route.)

- How does their virtual museum compare with that of J Sainsbury?

**SUM UP 😊**

- The aim of the history teachers is to teach students how critically to use the information from different sources in the World Web.
- Often students directly download information from Internet, but the aim is they to put this information under question and critically to analyze it.
- Tasks vary from to search, find and present information using ICT, so the use of ICT is a resource for the history teachers and at the same time it is a tool to present the new knowledge in an attractive way and to develop the skills and the competences of the students/pupils.
- The practice in most in the countries especially in the Balkans, stay on the level - teachers and students are searching for information in Internet and after that presenting it, the result is that empirically we work with some more facts and information.

- The aim is to reach a higher level – to benefit from the technology, using the different programs – Word, PowerPoint, Excel and all the software programs – Publisher, Access, Photoshop, Adobe Reader, etc.
- In order all these to happen the teachers have to possess these skills and to feel comfortable with them.
- **Using ICT in the history lessons – the lessons already become interdisciplinary,** which is one of the latest trends in education – making the links and connections between different subjects and topics. This means that the history teacher can decode the different languages how the information is presented in the different subjects – history, geography, biology, chemistry, maths, literature, arts, drama, etc.

**Let us start with 3 interesting websites for further reading and learning 😊**

- [http://www.teachernet.gov.uk/teachingandlearning/subjects/history/](http://www.teachernet.gov.uk/teachingandlearning/subjects/history/)
- [http://www.schoolhistory.co.uk/teachers/](http://www.schoolhistory.co.uk/teachers/)

I wish you a pleasant journey of making your lessons even more enjoyable! I would be grateful to receive your feedback for any information you have tried and have found useful! 😊

Vanya