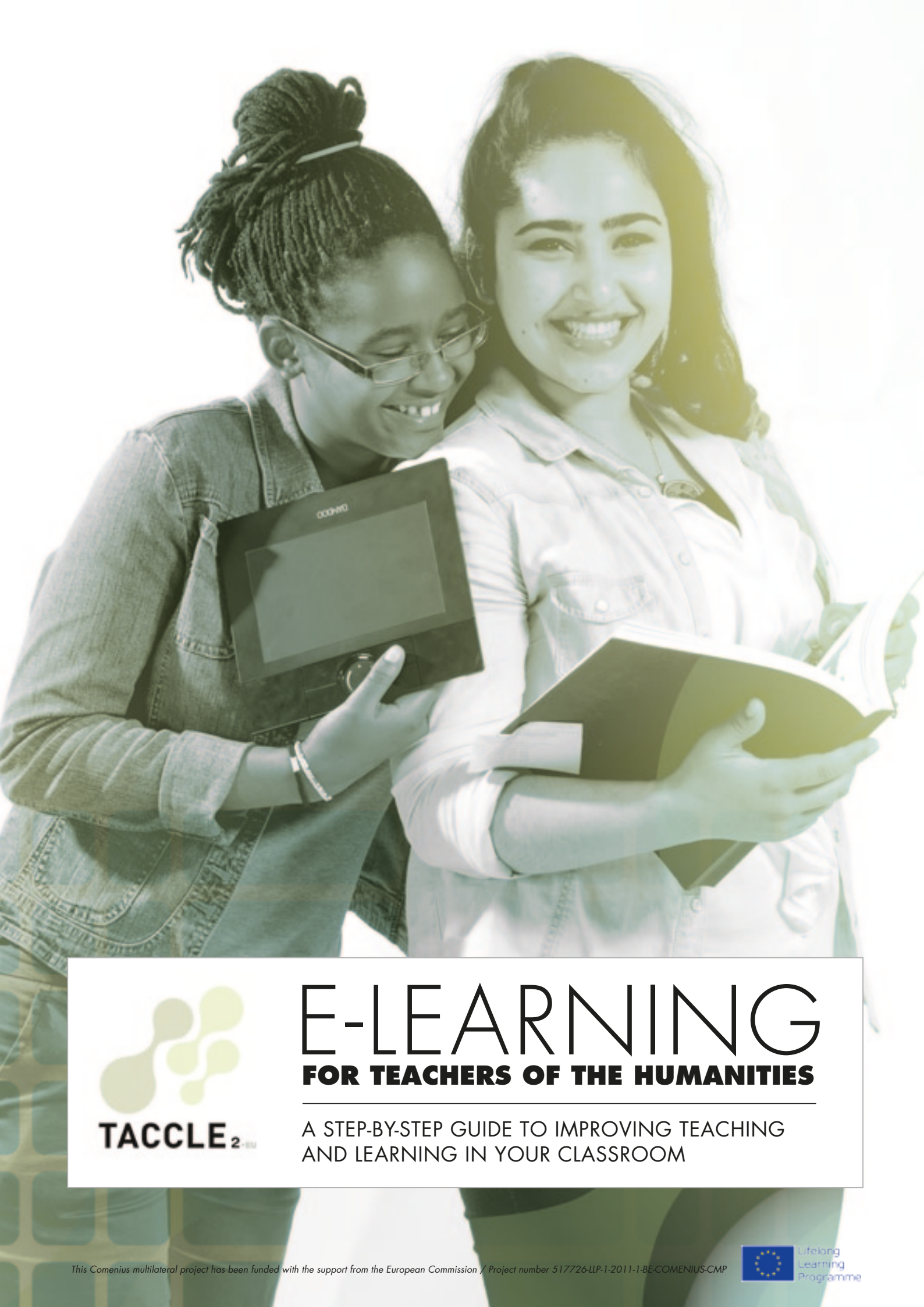

E-LEARNING

FOR TEACHERS OF THE HUMANITIES

A STEP-BY-STEP GUIDE TO IMPROVING TEACHING AND LEARNING IN YOUR CLASSROOM

TACCLE 2

This Comenius multilateral project has been funded with the support from the European Commission / Project number 517726-LLP-1-2011-1-BE-COMENIUS-CMP

Lifelong Learning Programme

TACCLE2

E-LEARNING FOR TEACHERS OF THE HUMANITIES

A STEP-BY-STEP GUIDE
TO IMPROVING TEACHING AND LEARNING
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TACCLE2 - e-learning for teachers of the humanities
A step-by-step guide to improving teaching and learning in your classroom

Brussels, GO! onderwijs van de Vlaamse Gemeenschap, 2014

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48 pp. – 29,7 cm.
D/2014/8479/009
ISBN 9789078398219

The editing of this book was finished on 1st of January 2014.
Cover-design and layout: Bart Vliegen (www.watchitproductions.be)
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PROJECT WEBSITE: WWW.TACCLE2.EU

This Comenius multilateral project has been funded with support from the European Commission
Project number: 517726-LLP-1-2011-1-BE-COMENIUS-CMP.
This book reflects the views only of the authors, and the Commission cannot be held responsible
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PREFACE

Four years ago the e-Learning Handbook for Classroom Teachers was published. The book was originally translated into eight languages but since then has been voluntarily translated into another five. The number of hard copies, together with the downloads and e-copies is now approaching 20,000. In addition there have been 5 international training courses and innumerable local courses carrying the Taccle name. Taccle has become a brand – synonymous with the best in e-learning practice for teachers.

However, the digital world moves on rapidly and I welcome the new series of books that both up-dates the content to reflect changing technologies and also provides specific ideas and support for teachers in their own subject area or age range. In particular, I welcome the addition of the Taccle2 website, with its constant stream of new ideas and activities contributed by practicing teachers and trainers. This is an invaluable resource for all teachers, whether those who are dipping their toes into e-learning for the first time or experienced practitioners looking to exchange ideas with others.

Like all books, the Taccle2 series will become obsolete within a few years. I hope that within that time they will provide a stimulus, an inspiration and the much-needed practical support that is so important to teachers. Equally, I look forward to the ongoing development of the Taccle2 website and hope it will become the focus for a vibrant community of practice for teachers long after the project has finished.

In 2014, no teacher can afford to ignore the technology that surrounds us. No teacher can any longer deny the learning opportunities it can offer to their pupils. No teacher should be sending their pupils out into the digital world without the skills of digital survival.

However, I would like to repeat Bill Gates' words

"Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher will always be the most important."

INTRODUCTION

This handbook is the result of a trans-national project called TACCLE2, which is an abbreviation of the title Teachers' Aids on Creating Content for Learning Environments. In other words, this is a handbook to support teachers in using e-learning to teach the humanities and languages. It is one of a series: the others are e-learning for Primary Teachers, e-learning for STEM, e-Learning for Creative & Performing Arts and e-learning for Core Skills 14-18.

This book aims to deal with the use of web 2.0 tools across the humanities. This means we are focusing on social software and applications that allow learners to create, share and publish content on line rather than simply being passive consumers of on line content. We are assuming that most teachers will already be using the web as a resource - possibly employing web-based research activities as part of their normal lessons – which we call web 1.0.

Be warned, this is not a text-book, academic work or a book that addresses the ICT skills curriculum, nor is it a book for ICT teachers or experts (although it may provide some inspiration for even the most confident amongst us!). It is designed to help every teacher get started on using e-learning methods and techniques across the humanities to make their lessons more fun, more creative, easier to prepare and to improve learner engagement.

SO, IT'S A HANDBOOK FOR TEACHING DIGITAL HUMANITIES, RIGHT?

Maybe. It all depends who you are, whose opinion you agree with, the country in which you live and how you define 'digital humanities'. It would be fairly uncontroversial to say that the digital humanities is an area of research, teaching, and creation concerned with the intersection of IT and the disciplines of the humanities. But, in general, the very definition of digital humanities is volatile and highly contested with many conventional humanities scholars dismissing digital humanities as fanciful, even accusing the digital movement of having some kind of mutinous agenda. Although the aims of this revolutionary mob and their supposed mutinous agenda is less clear.

So whatever you choose to call it and however you wish to define it is up to you. We're only concerned with using e-learning to effectively teach the humanities and languages. The majority of us are just conscientious teachers committed to continually improving our classroom practice – so we'll leave the definitions and disputes regarding digital humanities to others.

Whilst we're on the issue of defining, the subjects included in this handbook for the humanities may surprise some of you. Although we've found there to be more similarities than differences between *what* and *how* teachers teach in different countries, there are of course some key curricular differences. Different countries use the word humanities to define different groups of subjects, but most are common to all. This isn't a handbook on comparative education so we've adopted the attitude of "the more the merrier" and included subjects and practice from across Europe. Where we think an activity might be easily tweaked and then used to teach another subject, we've noted the possibilities in the field "Also good for…".

Bearing the above in mind, it is worth listing some of the subjects that we've included in this book: geography, history, sociology, economics, philosophy, language (including MFL) and literature.

Check out the Taccle2 website for even more ideas: www.taccle2.eu

SO WHAT *IS* IN THE HANDBOOK?

The main part of the book is devoted to practical ideas for using ICT in your classroom – more about this at the beginning of that section. General issues such as security, internet safety, hardware and infrastructure, copyright and so on, can be found on the website www.taccle2.eu. There are also QR links to the relevant web pages at the back of the book.

This book has not necessarily been designed to be read from cover to cover – more as something to dip into for some instant ideas. The step-by-step lessons are only examples of what other teachers HAVE done but should you wish to adapt, tweak, amend or expand our ideas we won't be offended in the slightest! They are written in a way that will help you to become competent in the use of various on line tools and relevant techniques but at the same time give you a classroom context in which to try them out. They have all been written and tested by real humanities teachers who are well aware of the practicalities of doing all this stuff with a 'challenging' class, dodgy Internet connection, vintage computers and no money for new equipment or software.

For this reason, they do not have 'aims and objectives' nor do they list specific skills and competences, although we have tried to group them into broad areas of competences or skill sets that are most common to curricula across Europe e.g. effective communication. Depending on where you teach, this may seem a little alien to you but, after a lot of discussion, and bearing in mind that the book will be translated into at least seven languages, it became apparent that each European country defines skills and competences in a slightly different way and organises their humanities and language curricula differently. So, the 4 broad headings that we've chosen to use are by no means definitive or exhaustive but they do lend themselves to structuring an enormously varied group of subjects and disciplines.

We've identified four that are compatible with the European Reference Framework:

1. EFFECTIVE COMMUNICATION

Pupils should be able to communicate in their mother tongue as well as in at least one foreign language. This includes listening, speaking, reading and writing.

2. UNDERSTANDING TEXTS

Pupils should not only be able to gather information from a text but to assess its meaning and its links to other texts.

3. EXPLAINING ENVIRONMENTS

Pupils should be enabled to understand the processes and developments in society. They should develop social and civic competences that include empathy, tolerance, the understanding of different viewpoints and the ability to negotiate. In addition they should become aware of their own cultural heritage and the cultures that surround them as well as be able to enjoy their riches.

4. DEVELOPING RESEARCH SKILLS

Pupils should be able to use ICT to retrieve, assess, store, produce, present and exchange information.

The thing that unites us teachers across Europe is that we all teach skills and that there are strands of skills that are common to most humanities subjects. So our examples are based around these skills and are selected to illustrate the educational possibilities of a variety of technologies. The content of these headings is explained more fully later in the book but, to recap, here is a general overview:

1. EFFECTIVE COMMUNICATION

- Speaking, reading, writing and listening
- Organising and disseminating ideas
- Creating, sharing and publishing
- Appropriate communication: standard and informal language, etiquette etc.

2. EXPLAINING AND EXPLORING

- Causes and effects
- Influence of different factors
- Points of view, perspectives and interpretations
- Recognising different environments

3. DEVELOPING RESEARCH SKILLS

- Finding information, data searching, efficiency and accuracy
- Distinguishing between sources
- Data collecting, selecting, analysing and summarising
- Data assessment criteria
- Integrating and collating different perspectives / points of view
- Reliability of sources

4.UNDERSTANDING TEXTS

- Reading
- Comprehension
- Different genres of writing
- Fiction, non-fiction and poetry

The objectives of ANY lesson you try out will be specific to you and the children you are teaching and will be related to your own scheme of work and, therefore, so will your assessment strategies. For instance, one of the very first lessons in the book is about using podcasts to develop effective communication skills. We used it for developing speaking and listening skills; you might decide to use exactly the same activity to develop IT or performance skills. With just the odd tweak here and there you could use it to teach history or economics or if you're a maths teacher taking a detour through this handbook, you may want to establish a maths hour on the radio! That's fine - in fact it's great! Our intention is to provide you with flexible lesson ideas that are easily transferable to other subjects and contexts. This is the very reason why we've peppered each example with speech bubbles containing short, snappy ideas and other online tools you can add to the main lesson in order to super-charge the e-learning content. We hope that this gives you even greater scope to cherry pick those ideas that you feel will be most interesting and beneficial to your students. Of course, if you are less confident, you can ignore these and concentrate your efforts on the main lesson – you can always crank up the e-learning content as and when you gain more confidence.

SO WHAT'S THE STORY BEHIND THIS HANDBOOK?

The launch pad for this new series was the popularity of the first TACCLE e-Learning Handbook for Teachers published in 2009. The original book covered the basics of e-learning practice, including how to use a basic toolkit of social software tools together with ideas for using them in the classroom, teacher-friendly explanations of some important issues underpinning e-learning (such as metadata, copyright, web 2.0 and web 3.0) and some basic skills teachers need to create learning resources. It also has a comprehensive glossary of terms and abbreviations related to e-learning. Print copies of the original handbook are still available in limited numbers in English, French, Dutch, Italian, Portuguese, and Spanish or they can be downloaded as pdf files at www.tacccle.eu/content/view/15/43/lang,en/ (If you live outside of these language communities there are also local translations in Arabic, Swazi and a few others).

The launch of the original TACCLE handbook was followed by a series of teacher training courses all over Europe. It was feedback from these courses that sowed the first seeds of the follow-up books. In particular, because the courses (and the original handbook) were targeted at teachers in general, the examples were generic and subject teachers found it difficult to apply them to their own discipline *("Podcasting is great fun but you couldn't use it in Maths!")*. So this handbook was created specifically for humanities and language teachers – but we won't mind if you're, let's say, a science teacher that's picked it up out of curiosity!

THE TACCLE2 WEBSITE: TACCLE2.EU

The Taccle2 website is an on line resource for teachers packed with instant ideas for e-learning in the classroom. There is a special area for humanities activities but you can also navigate by technology and by topic across the site. You can also search the tags if you want inspiration on using a particular piece of software or on line platform. It contains complete lesson plans for teachers who are just starting to experiment with e-learning together with shorter posts on a much wider range of ideas for the more confident. We look forward to seeing your contributions! At the very least, please send us some examples of work that your class has produced so that we can use it to inspire others to have a go.

SO, WHAT ISN'T INCLUDED IN THIS HANDBOOK?

If we had included everything we wanted to, we'd have had to publish multitudinous editions and your school library would've needed an extension. So if your favourite bit of software is not here or you are still stuck for some e-ideas, keep looking on the website for inspiration.

We have not covered those e-learning tools dedicated to support learners with specific educational needs. Each activity is written assuming you are teaching a wide range of abilities in the same class or teaching groups that have already been arranged according to ability. We have, as much as possible, tried to show how these activities can be differentiated, providing extra challenges for the more able and support for those with additional educational needs. Supporting learners with additional educational needs is a very specialist area and we would have been foolish to try and cater for those learners who are not in mainstream education. Having said that, if you're an AEN teacher and think you can use the handbook – we'd be thrilled.

We would also encourage you to check out the other handbooks in this series (mentioned earlier), even the primary handbook could contain activities for younger secondary students or, with minor adjustments, activities from any of the handbooks could be appropriate to your students.

Finally, we want to add a word of warning! E-learning is NOT the same as IT as a subject area and is not necessarily geared towards developing learners' ICT skills, although it will undoubtedly help. Nor does it automatically tick the box that says 'IT integrated across the curriculum' but is a big step towards it! The aim of this book is to help you, the teacher, take the first steps in using technology as a routine part of your classroom practice. It is not another new initiative you have to take on board and it is not extra work or extra subject matter you have to squeeze in to your already over-crowded scheme of work. Most of the time, using e-technologies can actually save you time and energy and it can certainly go some way to saving your sanity with a class that just isn't responding to the old faithful methods and resources. Virtual field trips on Google Earth are infinitely preferable to wading around in the mud and rain in the middle of January and although you'll still have to do that, you may find it more beneficial to do it "virtually" now and again.

It is worth mentioning that the activities in this handbook include both collaborative and independent tasks for learners. We are very aware that in many countries there is a HUGE shift towards providing learners with endless opportunities to work collaboratively and we fully understand the reasoning for this. However, we also believe that learners need to be able to work independently and, as they mature, be able to do so with less teacher support. The world of employment values teamwork and collaboration, but not at the expense of autonomy, personal initiative and independent thought.

We are not pretending that e-learning is the answer to every teaching problem and it should not become the default for every occasion. It's fun, it's stimulating, it fires students' imagination and once you gain in confidence you'll wonder how you ever taught without it!

SECTION 1

1. EFFECTIVE COMMUNICATION

The importance of communicating effectively in a range of contexts cannot be overstated. As well as being a key skill across the humanities it is also hugely important as a core life skill. Many employers rate effective communication as one of the most desirable skills in an employee. So what is effective, as opposed to ineffective, communication? Communication can be considered effective when the recipient of the message understands its meaning and can accurately and succinctly express that meaning back to the speaker or sender of the message. This may appear to be an overly simplified definition but, we think, is perfectly adequate. Ineffective communication can be distinguished by the fact that it causes confusion, frustration and, very often, argument. So, we can suppose, this means that students will need to argue in order to improve their communication skills? Possibly. But even teaching students to argue effectively is a skill that e-learning can help develop!

Having said this, we wouldn't dream of telling teachers how to teach effective communication skills. One of the aims of this handbook is to show teachers how they can use e-learning to improve the good practice that already exists.

Communicating on line has an added dimension in that it has a permanency that face-to-face communication usually lacks: anything communicated on the internet is, usually, there for ever, so teaching learners to communicate appropriately is also fundamental to effective communication. Arguments, misunderstandings, and inappropriate use of language in a classroom discussion are usually easier to resolve than if it were to happen, for example, on a social media site. Communicating on line has the added pitfall of having no vocal tone or facial expression to aid interpretation – a harmless comment can very easily be misinterpreted, causing offence and unnecessary conflict.

So we need to teach students that effective communication must also be appropriate communication in all contexts. The first exemplar lesson does this in a situation with many potential pitfalls… live radio! The second encourages learners to be sensitive to others' feelings and, if in doubt, to err on the side of caution.

LET'S **TALK** ABOUT...

OVERVIEW

In this activity, students develop their communication skills as they host a radio talk show or appear as guests/experts on the show. This is particularly good at developing verbal improvisation skills and maintaining an appropriate standard of communication whilst under pressure! It is also a good opportunity to assess subject knowledge and understanding in context. Depending on your own skill level, you may feel that you'd like to arrange some backup support beforehand. Having a colleague from the ICT department on standby in case you need a hand can be a great source of comfort!

If your students have a school email address, ask them to send interview questions to each other using www.vocaroo.com

THE ACTIVITY

Start by playing an example to students. We used www.bbc.co.uk/learning/schoolradio/subjects/history/victorians/inventions/telephone. This will show your students what is possible and give them something to aspire to. Following this, you can discuss with students what a Podcast is... you may be surprised to learn that a few of them will have no idea.

You will need a suitable topic that can be divided into different parts or sub-topics e.g. The Industrial Revolution: coal, trains, canals etc. or Global Warming: deforestation, CFCs, pollution. Divide the class into groups according to the chosen sub-headings.

If your students have difficulty selecting sub-headings, asking them to search the main heading on www.taggalaxy.de It can help them pinpoint associated topics, news ideas and related information.

You can either allow the students to do the research on their own or provide them with material. This depends on how much time you want to give them at this stage.

When they have collected the information, they will need to prepare a script. Storyboards and templates can help, especially with younger or less able students. Emphasise that the show needs a definite structure e.g. start with *What is global Warming?* And ending with *What can listeners do to help?*

Record the interviews using a computer microphone or an mp3-recorder. We used a ZOOM H-1 because it enables you to record the shows in class with an audience. Let the students take their time and encourage them if they make mistakes. They will be surprisingly nervous!

Let them create simple jingles using Garage Band (for Mac) or www.audacity.com. If you're using Garage Band, click on the button that looks a bit like 'Omega' and you'll find loads of pre recorded strings, beats and samples. Students can also record their own voice to accompany the jingle. There are lots of tutorials on YouTube and in an hour anyone come up with a decent sounding jingle. You can do it on Audacity too but the process isn't as straightforward.

Introduce learners to Audacity. It is one oft he easiest audio editing applications available and there are loads of tutorials in most languages available on YouTube. In our experience, students get the hang of it in no time.

Export the audio file as an mp3 file and listen to it in class. You will be amazed how much like a real radio show it sounds. We always let students give feedback on the show and, where appropriate, how well participants performed their roles. Even though students can be quite critical they are rarely rude or unfair.

Alternatively, have them create an online survey for collecting feedback on the recordings with www.surveymonkey.com

ACTIVITY SUPPORT

- You'll need time! This activity cannot be done in one lesson.
- You'll need the support of the ICT department, not only as trouble-shooters but because you may need to commandeer their ICT suite several times!
- Recording device(s) (microphone, mp3-recorder etc.)
- Free resources for sounds and music:
  www.freesound.org
  http://ccmixter.org
  www.jamendo.com
- An audio editing tool e.g. www.audacity.sourceforge.net

ADDED VALUE

A little pressure can work wonders in developing communication skills! Quieter students often perform better in individual or small group tasks than in whole class discussions. Generally speaking, the standard of all students' language and communication skills improve when they know a) they're being recorded and b) that others are going to listen to them!

ALSO GOOD FOR...

Language & Literacy (writing scripts and oracy).

MEET YOUR **AVATAR**

OVERVIEW

In this activity, learners develop their communication skills by introducing themselves to others and by role-playing peers, historical figures or famous people. They could also verbally describe their idea for an avatar from behind a screen as their partner creates it. Afterwards, they compare the results.

Ask learners to use www.faceyourmanga.com to create an imaginary avatar.

THE ACTIVITY

Allow learners time to experiment with www.faceyourmanga.com Discuss the tool's strengths (huge variety of choice) and its weaknesses (it doesn't allow you to add a voice recording to the avatar). Group the learners in pairs and provide every learner with an on line device. In pairs ask learners to make an avatar for each other. If they haven't already done so they will first have to set up an account on www.faceyourmanga.com and log in. Alternatively, you can create one account and allow everyone to use yours.

Sitting in front of each other, they build an avatar of their partner. The avatar must be recognisable and learners should be warned that they must be sensitive to others' feelings. When finished, they show their creations to each other and modify or improve the avatar according to their partner's wishes. Finally they send the avatar by email to each other.

On an iPad you can take a screenshot in order to export the avatar.

Now they should begin to prepare a presentation of their partner's avatar. The presentation can be done in the first or the third person. It can also be written and presented in their first or second language.

Ask them to investigate creating a Thinglink of their avatar www.thinglink.com

Ask learners to sign up to www.fotobabble.com or, again, you can create one account for everyone to use. Once signed in, they create a new Fotobabble by uploading the avatar they have created from www.meetyourmanga.com. Ask them to record their presentation by clicking the record button. The presentation can be recorded as many times as they wish but we've found it's best to set a time limit or some students will never be happy with it. Finally, learners share their Fotobabble by sending a link to their Fotobabble by clicking the button on the right side of the screen that says, "Share this Fotobabble". The link can be shared by email, Twitter or Facebook amongst others.

Allow them to have some fun by letting them use their own avatar to create a Blabber www.blabberize.com

ACTIVITY SUPPORT

- One PC/device per pair of learners
- Internet connection
- Microphone and speakers (included in most laptops and every tablet).
- Headsets (optional)

ADDED VALUE

Working creatively helps develop their creative language, which is especially useful for learning a second language. Very often, the discussions you will have whilst they are working on their avatar will raise important future teaching points e.g. can they describe physical characteristics without support? Whilst presenting their partners avatar, they will develop their understanding and fluency of verb tenses, vocabulary and pronouns. They should also be encouraged to vary their vocabulary so that hair isn't just 'brown' but 'chestnut' and eyes are 'azure blue' and 'almond-shaped'.

ALSO GOOD FOR...

History (creating avatars/Blabbers for historical figures), Science (creating a Fotobabble for elements and compounds) and Geography (creating Fotobabbles for rocks and minerals!).

SECTION 1

2. EXPLAINING AND EXPLORING ENVIRONMENTS

Here, 'environments' can mean any location or situation where an event has, is or even will be taking place. In geography this is easily understood as a location e.g. Stonehenge, Caldey Island, Ethiopia etc. In history, it could include the location of the Battle of Bosworth as much as the environment that existed in the court of Elizabeth I. Explaining any 'environment' necessitates the exploring of it but it isn't always possible to visit or experience it first hand.

Understanding environments, however we define 'environment', is key to the humanities: It can unlock the past, free us in the present and can also reveal the future. Sadly, we are surrounded by evidence of people's lack of understanding of *an* environment, *the* environment and *their* environment and having learners explore and explain each one of these can be very enlightening for them.

On another note entirely, many students find it difficult to distinguish between formal and informal communication standards. There is a rumour that an inappropriate standard of English has even crept into exam responses - even essay answers have included phrases such as "Macbeth, he is well wicked" and "Macbeth was pure mental!" We don't necessarily think that this is a bad thing, but it does depend on the context. At the same time, we do not believe that formal communication has to be boring, so in the first exemplar activity under this heading, learners begin to understand that their understanding of a topic can be presented in a contemporary, fun and innovative way. The second lesson involves using Twitter to explore the local environment. This will help learners understand that communicating informally can, in the correct context, also be appropriate in tone and content.

HISTORY MYSTERY

OVERVIEW

In this activity learners of all ages are challenged to discover the identity of a mystery person, place, event, city or object by investigating the clues presented on an interactive ThingLink image. ThingLink is an image engagement tool that makes it easy to add clickable tags to any image on the web.

The new ThingLink iPad app allows you to import pictures from your iPad's camera or to take new pictures that you can then turn into interactive images. You can start using the app without creating a ThingLink account.

THE ACTIVITY

The design interface requires little training and is very user friendly. The service is cloud-based so there is no need to download and install software. Being cloud-based allows users to access the service through multiple devices using several operating systems. Products are stored on the ThingLink site so users do not necessarily need a web site to publish their ThingLink images but there are several features that enable them to share their work on social media sites. ThingLink supports many languages besides English such as French, Japanese, Finnish, Spanish and Chinese.

You will need to register for an account beforehand. We suggest you do so on behalf of the students. For this activity, you may choose to prepare 3-5 ThingLink interactive images yourself. The images should provide enough visual and auditory stimulation specifically geared toward providing clues e.g. if the students are asked to discover the identity of a mystery person, you can produce a short sound clip using SoundCloud.com.

Demonstrate the basics of uploading a picture. Discuss the criteria for choosing media i.e. video length, language, appropriateness etc. and show them how to create a recording using www.soundcloud.com.

Demonstrate the basics of searching for free images, uploading pictures, inserting text on an image, changing layout and background or just how to be creative with photos using www.canva.com.

After the account has been created the challenge can begin. Students can use the internet or offline research sources in an attempt to identify the mystery person, place, event, or object. Tell learners to contribute their ideas to the discussion by adding links or videos to the image. Remind students to respond constructively to each other's contributions.

Both www.stipple.com and www.imagespike.com are similar to ThingLink. Both applications allow you to upload an image and tag it with pins. A pin can include videos, links, text, audio files, and images. It also gives you the option to track if, when and where your images are viewed and shared by others. Use these to develop confidence across platforms.

We've found that this activity lasts between one and two hours. Students need time to check out the clues, determine a research strategy, conduct the research and submit their solution to the ThingLink channel. Time may vary depending on the reading level and problem-solving skills of the students.

Inspiration for ThingLinks can be found everywhere, we've used www.tackk.com (see "Cahokia Empire", http://tackk.com/pspr3d or Cities on the rise like never before http://tackk.com/B1-week8. Check out www.blendspace.com for more great ideas. We particularly like www.blendspace.com/lessons/uqhLilundCBgSg/classical-rome

ACTIVITY SUPPORT

- iPad/iPhone (one device per learner)
- Internet connection
- SoundCloud access with microphone or recording device. SoundCloud is available as an app for Android and iOS devices. A file may be recorded on the device, uploaded, and sent as a link to be added to the Thinglink image.
- We suggest having one account for Thinglink and SoundCloud to track students' work and progress. You may also want students to create their own accounts for each site if your school policy allows them to do so.

ADDED VALUE

Teachers can use ThingLinks as interactive learning modules to engage and inspire students because they provide fun and creative learning experiences. ThingLinks are so flexible and adaptable that you can focus even on very particular teaching aims by creating specifically designed ThingLinks. Ocassionally, asking students to use ThingLink to express their understanding of a topic instead of, say, writing an essay, is a great way to ensure variety in the tasks you set.

ALSO GOOD FOR...

- Environmental History (national parks, national resources), Government and Politics (including presidents, states and territories), Inventions and Technology (including inventors and space exploration), Social and Cultural History (cities, migration).

GEO **TRIP**

OVERVIEW

New ideas for using Twitter in the classroom appear daily. Regardless of the activity, we recommend that you have a separate school Twitter account. In this activity, we used Twitter and Google Earth to challenge students to get to know their locality better.

Discover more about local sites of historic interest on www.historypin.com. Ask learners to contribute their own photographs to the map of their locaity.

THE ACTIVITY

Ask learners to list the historic sites in their locality. Ask them to read their lists to the class, allowing time for other groups to add ones they missed to their own lists. If needed, give them a Google Earth tutorial.

Find beginner tutorials at www.google.com/earth/learn/beginner.html

With their list in hand, ask them to use Google Earth to find the co-ordinates of each of the local historical sites. Remind them that they will need to be accurate because they will be using them to direct others.

When they've done this, Tweet some of the co-ordinates and see if they get responses from people who can name the location. We've found it helps to warn those on the network that your class will be doing this otherwise they could have to wait days for a response! This activity can be done by pairing up with another class, with each taking turn to be tweeters and tweetees!

Use Google Earth to search for historical imagery of your locality www.google.com/earth/learn/beginner.html#tab=historical-imagery

Finally, ask them to look for photos of the sites on www.historypin.com. Which ones have been 'pinned'? Are there any that haven't? Discuss with them that in order to pin photographs they must either take the photos themselves, or find examples that are licence free. This is an excellent opportunity to discuss the importance of respecting others' on line property and the dangers of using material that is owned by others without their permission.

Use http://search.creativecommons.org to find copyright-free images.

ACTIVITY SUPPORT

- Twitter account (set up and sanctioned by the school)
- Internet access

ADDED VALUE

Done in this way, students can explore their locality quickly and efficiently. It is not a replacement for field trips or visits but a way in which they can 'visit' multiple sites as many times as they like quickly and inexpensively.

ALSO GOOD FOR...

Geography (locating physical and man-made features), Science (exploring the sun, moon and mars www.google.com/earth/learn/beginner.html#tab=exploring-mars-moon-and-sky.

SECTION 1

3. DEVELOPING RESEARCH SKILLS

Our personal experience tells us that not only do different research skills lend themselves to different tasks but also that different people employ different ways of organising and conducting research – even whilst working on exactly the same task.

So the key to developing research skills would seem to involve some degree of autonomy and flexibility. As teachers, the best thing we can do is provide opportunities for learners to develop their research skills and provide some ideas on how they might scaffold their work processes. We should also suggest research methods whilst also making allowances for, and helping to facilitate, learners' preferred methods of researching in different contexts.

Again, we are not in the business of teaching teachers to teach, but we are in the business of suggesting tools, applications and suggested context in which you can help your learners develop efficient and successful research skills.

In the following exemplar activities, we naturally focus on the tools and software (or 'the how'), allowing you to figure out the when, why, who and where that work for you and your students. Naturally, this won't stop us giving you top tips to avoid certain disasters that even experienced teachers encounter from time to time!

ANIMATING **THE PAST**

OVERVIEW

Stop-motion is one of the simplest and effective animation techniques. To create a unique and very artistic film, learners need to use their I.T. skills, knowledge of history, creativity and imagination in equal parts. Although flashier computer-generated animation is in vogue, stop-motion has a rich heritage of its own. There are many ways to go about shooting, editing and finalising a stop-motion short but we'll be covering the simplest. Don't be discouraged by the number of steps! We've set it out in such a way so that you could even give a copy to learners as a guide. We've found this activity to be useful when teaching students about historical sources: giving different groups different sources to interpret means the final videos will clearly highlight any contradictions in the historical sources. Learners 14 years and older gain the most from this activity.

Show examples of amazing stop motion films e.g. www.smashingmagazine.com/2008/12/31/50-incredible-stop-motion-videos/

THE ACTIVITY

In this activity, learners attempt to resurrect a historical figure! Ask them to create a list of historical figures or provide a list for them (see http://en.wikipedia.org/wiki/The_100:_A_Ranking_of_the_Most_Influential_Persons_in_History). Whilst they are brainstorming, tell them to keep in mind that they can expect to shoot around 10 photos for every second of film.

They'll need a digital camera and, since they won't be printing these photos, they can set the camera to the lowest size image setting. This will let them fit more images on the memory card at a time. Depending on how long they'd like their movie to be, they may need to copy the photos to the computer and erase the memory card multiple times before they are finished.

In order to turn their images into an animated video they will need video editing software like Apple's iMovie or QuickTime Pro.

If you want to create a quick and easy video using both still photos and video www.animoto.com is easy to use and produces professional looking results. The basic functions package is free.

STEP 1: SHOOTING THEIR ANIMATION

Let's say that they want to 'resurrect' Henry VIII. They'll need to start by taking a normal portrait photo of the classmate that is to be transformed. Remember, you want to use camera (still frame) mode, not movie mode.

After they've taken their first photograph, they need to add a feature, garment or prop (a red beard, wig or rosy cheeks) before taking a new photograph. Sometimes they decide to have some fun and take a series of interim photos of an eyebrow or moustache moving across the character's face before it comes to rest in its rightful place! This is fine! Instruct them to continue adding features, garments, make-up etc. (taking a photo after EVERY addition) until the transformation is complete.

Using www.comiclife.com to create a storyboard beforehand can help students structure their working processes.

STEP 2: DOWNLOADING THEIR PHOTOS

Now that they've captured their images, they'll need to get them onto the computer. This process varies depending on your camera and computer. Consult the camera guide and software "Help" if you are unfamiliar with this process (or just ask the children – most will know how to do this!) We'll be using iPhoto and iMovie for the Mac. Full instructions on using Windows Movie Maker can be found on the Taccle2 website. Search for the primary activity *You've Been Framed*.

Import the image files to iPhoto from the camera and give them their own album. Once the photos have been imported, close iPhoto and open iMovie. Here, they should create 'a new iMovie project', they can name it whatever they like.

They then need to click on the "Media" button to the right above the timeline and select "Photos" at the top right of the window. (On older versions of iPhoto, click the "Photos" button instead of the "Media" button). Next, ask them to select their stop-motion album. Their photos should now appear in order.

STEP 3: ANIMATING

In order for their film to play properly, they must tell iMovie how long they want each photo to appear before showing the next one. It's like creating a slideshow, except instead of giving each image a few seconds they give it only a fraction of a second. The timing they choose will affect the overall tempo and length of the film.

We usually use duration of 3 frames per photo. Since videos created in iMovie usually play at 30 frames per second, a setting of 3 frames per photo means they'll see 10 photos every second. We usually use around 100 photos for 10 seconds of video. If we wanted to make an animation exactly 30 seconds long we'd need 300 photos. This may sound like a lot but, to put it into context, is only about half the amount taken by your mother on your graduation day.

Time in iMovie appears in "0:00" format. The number before the colon is the number of seconds and the number after the colon is the number of frames (so 3 frames per photo looks like this "0:03"). Explain to learners that the next step is very important. In iMovie, they'll need to select all of the photographs in their stop-motion album (the quick way to do this is to click on the very first photo and then, holding down the shift key, scroll down and click on the last photo.) They then need to click "Show Photo Settings" and type in "0:03" for the duration in the floating window that appears. Finally, they need to click the "Apply" button and their photos will start getting sucked into the timeline at the bottom of the window. Older versions of iPhoto let you set the duration in your editing window without clicking "Show Photo Settings".

Once iMovie's finished filling the timeline, tell them to press play - they will have created their first stop-motion animated video! If they wish to slow it down they can do so by choosing to use more than 3 frames per photo.

They can also add music by dragging MP3s files on to the timeline or by browsing their iTunes library from within iMovie. Try www.jamendo.com for free music downloads.

To share their stop-motion video they'll need to convert it to QuickTime. The steps in this process depend on which version of iMovie you are using. In general, look for "Export" or "Share" options and try one of the default options. Your iMovie help section will have more detail on exporting to QuickTime.

Use www.metta.io to create a 'The Making of Our Stop Motion Video" story.

ACTIVITY SUPPORT

- A camera for each group is advisable.
- Set a deadline for each stage/step so that everyone finishes at the same time. It doesn't matter if some have a 30 second film and others have 60 seconds of footage.
- If they add music, make sure it is license-free if they want to publish their animation to the web.

ADDED VALUE

Who doesn't love the ever-popular Wallace and Gromit? And stop-motion isn't limited to claymation either – Tim Burton used stop-motion and puppets to create The Nightmare Before Christmas. Learners can use just about anything to create their stop-motion animation, and thanks to digital cameras and computers, creating one is super easy! Using stop-motion instead of actual moving image footage cuts down on famously tricky editing too.

ALSO GOOD FOR...

Creative projects (art, film, media studies), storytelling, drama and IT.

MAPPING HUMAN RIGHTS

OVERVIEW

Make this a paperless project! Create a Google Drive folder www.drive.google.com Create a file for each group to store all the information, documents, photos and video clips that they may want to use on their timeline.

MyHistro is an online tool that allows us to create timelines based on maps which can include text, images and video. It's free, simple and fun to use! By creating timelines, students are able to organise and explain events in a dynamic and creative way. In this activity we ask students to create a timeline story about the history of human rights.

Type the following URL into your browser http://dsl.richmond.edu/emancipation/ it's great for showing students effective ways of representing data. Conveniently enough, this particular data set is all about emancipation.

THE ACTIVITY

Start by showing your students an example or two of a myHistro story. Go to the education section on www.myhistro.com and explore the several timelines they have there. Choose one that is appropriate for your students and, as you watch it, don't forget to mention the main characteristics of this application (the map, the dates, the text, the images, etc.).

After introducing the topic – human rights - divide the students into small groups. Tell them that they are going to select and collect all the necessary resources for their timeline. Each group will search on line for important events in the history of human rights. From their findings, they have to select the ten events that they consider to be the most significant. Remind the students that they have to not only identify what happened but, also, where and when it happened. At this point, discuss with them the reliability of historical sources and that they should check a 'fact' against several other sources. Remind them that anyone can contribute to Wikipedia, for instance, so the quality of the information may not be great. Ask them to upload everything they may wish to use in on Google Drive.

Ask students to use www.capzles.com to search for rich multimedia timelines and stories. It also has a social networking component.

If they're collecting a lot of data, ask them to explore different ways of visualizing data using Many Eyes www-958.ibm.com/software/analytics/manyeyes/ or GapMinder www.gapminder.org

After they have selected the information, they should now look for images or videos that illustrate the chosen events. They can also create their own images using drawing software. In class, organise the groups according to the number of computers you have available. It's good to have small groups (2 to 3 students) so that all of the students can be hands-on. If you have plenty of computers, students in each group can divide the tasks between them (text, images, etc.).

When the groups have their research work finished, they should login to www.myhistro.com and start their story.

Once they have completed the story, each group presents it to the class. Feedback from the teacher and the classmates should be left on their Padlet page so they can go back afterwards and improve their timeline. www.padlet.com.

At the end of the activity, they can publish and share their story. It can be embedded in the school's website, class blog or shared on any social media platforms.
This tool is considered quite safe and it doesn't require much information to create an account. However, you may like to read their privacy policy www.myhistro.com/privacy.
Since we are using images and videos, students should be encouraged to consider and discuss such things as copyright, authoring rights etc. You can find out more about these issues by scanning the QR codes at the back of this handbook or by visiting the website www.taccle2.eu.

Use www.timeline.knightlab.com to create interactive timelines that tell stories using data. The site is available in 40 different languages and is compatible with Twitter, Flickr, Google Maps, YouTube, Vimeo, Vine, Dailymotion, Wikipedia, and SoundCloud.

ACTIVITY SUPPORT

- Internet access
- Account in www.myhistro.com. You can create one for the whole class to use or use an account the school might have on other social networks.

ADDED VALUE

By mapping the history of human rights, students acquire a global perspective on this aspect of history. By choosing images, videos and text themselves, students get a chance to express what they know about the subject and what they consider to be key or pivotal points in history. The ease of sharing the work is also a great plus as is working completely on line (another tree saved, hurrah!).

ALSO GOOD FOR...

This software can also be used on some mobile devices and can be used to create timelines on other issues or subjects - even as homework or as a study technique.
Similar activities can be planned for a specific event in history, a famous person or even for a country or a city. Students can even make a timeline of their own life! Asking students to map their own family tree would be another interesting possibility allowed by this tool, but the subject of family can be a sensitive issue for some students (adoption, absent parent etc.) so do tread with care.

SECTION 1

4. UNDERSTANDING TEXTS

Of the four skills discussed in this handbook, understanding texts is the most generic across humanities subjects and, for that matter, across all academic subjects. However, before understanding a text, learners must be able to access (an oft-used posh word for 'read') the text. However, this handbook does not deal with teaching students HOW to read, it only deals with giving students the *opportunity* to improve their understanding and use of various kinds of texts: be they fiction, poetry, non-fiction or play scripts; including on-line and paper-based sources. As this is a European project we do deal with reading and communicating in both first and second languages.

We've concentrated on making the *process* fun and interesting, the resulting 'product' i.e. the standard of learners' work, will reflect their individual ability and age. What we do hope is that there is enough scope in each activity for learners of all ages and abilities to develop their own understanding of various texts and to produce top-notch work using e-learning applications.

Having outlined the importance of formal communication in other activities, here we ask learners in one activity to use twitter-speak to communicate their understanding of Macbeth. We think it is really important to highlight that understanding a text and **being able to show** that a text has been understood are two different skills. We know that teachers are very familiar with this fact so we've deliberately used different on line applications that are particularly good for developing, and assessing, both.

A **HOLIDAY** ON LINE

OVERVIEW

In this activity learners use an on line source to plan a family holiday. A key component of the activity is how learners use and develop language skills in a practical context. During the process they should collect words and phrases they come across and note them down. We love this activity because it develops their understanding of digital texts in a fun and useful way. We have used this activity with German students that were 12 to 16 years old and were learning English as a foreign language.

Use www.tagxedo.com or www.wordle.com to create vocabulary word clouds in any language.

THE ACTIVITY

Provide students with background information e.g. "You're planning to visit Scotland during the Easter Holiday. Your parents would like you to go because it will be a good way for you to practice your English."

The students then use the internet to collect information about the country and places they're going to visit e.g. attractions, cultural events, cities, population, highest mountain etc. We provided pupils with a work sheet containing cues for the information we wanted them to use. This helped them to focus their attention and ensured that they could target their searches in order to collect the relevant information. We spread this over several sessions to allow enough time.

Ask students to use www.padlet.com to communicate with each other and leave 'to do lists' ready for consequent lessons.

If your locality is twinned with a locality in the country you're visiting; ask them if students can interview someone via Skype! This also works if you have a partner school in that country e.g. through Comenius.

The students decided which region they want to stay in and explained why. We chose Scotland and used www.visitscotland.org

When they had found all the information in English and calculated the cost, they had to write their holiday plans in their native language in order to inform their parents.

We asked them to use online dictionaries to look up new or unfamiliar words.

www.omniglot.com is a great place to find a dictionary in any language.

To finish you could include a listening comprehension. The Scottish Tourist Board has produced a podcast that will take them on a virtual tour of the city. There are quite a few on YouTube or you could find a suitable one on the video guide site www.edinburghvideoguide.com. The site is updated regularly so we won't advocate using any particular one.

They can use www.notaland.com to log their learning journey, present topics, give feedback etc. Also great for you to assess their learning. They can also create a learning map with www.edynco.com. Use it to connect short explanations and relevant multimedia resources in a visually appealing way.

ACTIVITY SUPPORT

- Hand-out (partly in mother-tongue). Adapting ours will save you loads of time! Find the link on this activity page on www.taccle2.eu.
- Ensure focus during on line tasks (no free-for-all internet searches!)
- One computer per student or they can work in small groups.

ADDED VALUE

On line, learners are provided with the most current information and material. There are also extra features not available in paper material e.g. videos, podcasts, games etc. Learners have to use information stored in 'layers' and in non-linear ways compared to, say, travel brochures.

ALSO GOOD FOR...

Developing literacy in a second language is at the core of this activity but there are obvious links to teaching geography, mathematics and economics too.

I LOVE **LITERATURE**

OVERVIEW

In this activity, learners use creative online applications to exhibit their understanding of a text they've been studying. We've used the software below to help learners understand a range of texts from Shakespeare to Jane Austen to Philip Pullman and many others.

Ask learners to brainstorm on www.wordle.com all the words that come to mind when they think of the text.

THE ACTIVITY

Introduce learners to www.prezi.com. It's free to set up an account and you can either set one up for the school or have learners set up their own. Explain to them that they are going to create a Prezi presentation outlining their understanding of the text. Here's a great one on Macbeth http://virtuallearning.ca/index.php/work/culminating-assignment-for-macbeth/. Explain to them that before they start they will need to plan and collect the information, videos etc. that they want to use in their presentation. Once they've logged in, learners will be offered a tutorial. If they haven't used Prezi before they should click on 'Show me how'. They will need to add at least 6 items before they are allowed to organise their presentation but explain to them that they will probably need a lot more than this to do the text (and their understanding of it) justice.

Learners can create their own stories and parodies inspired by texts they've read using www.dvolver.com.

Allow several lessons for them to add content to their presentation. They can play their presentation and return to edit it as many times as they like.

With younger learners, ask them to recreate a short scene from the book using www.storybird.com.

Ask volunteers to present their Prezi to the class.

Use www.twitter.com to role-play characters from the play or book. Examples for Macbeth might be #mactwitter x2x2 T&T fire burn+cldrn bbl

ACTIVITY SUPPORT

Unless they work in pairs or groups, learners will need a computer each. However, there is no reason at all that the bulk of the presentation (especially after they've got the hang of Prezi) couldn't be done as homework. Study notes may be useful for all learners, especially those with additional educational needs.

ADDED VALUE

This will appeal to learners that are not overly fond of writing essays. Having said that, it also encourages very academic learners to be more creative, thus enabling them to 'think outside the box' and to express themselves with increasing ease.

ALSO GOOD FOR...

Geography (the environment, economic development, Fair Trade), history (timelines), science (The Universe, materials and their properties).

SECTION 2

SECURITY, PROTECTION, PRIVACY, SAFETY, COPYRIGHT AND HARDWARE.

These issues are dealt with in great detail in the primary handbook. They are also available on line. If you have a Smartphone or other suitable mobile device, scan the QR codes below and you will be taken to the relevant page on The Tacle2 website. Alternatively, visit www.tacle2.eu and click of the 'safety Issues' tab on the home page.

Safety

Security

Protection

Privacy

Copyright

Hardware

OTHER RESOURCES

Not all the resources listed below were used in this handbook but that's not a reflection on their quality or usefulness, we just didn't have room! Scan down the list and if anything takes your fancy – check it out! And yes, nearly all are free!

- *www.prezi.com* - The zooming presentation editor…Fab-u-lous!
- *www.britishmuseum.org/explore/highlights.aspx*
  Explore the collection by place, culture, people, or material
- *www.bbc.co.uk/ahistoryoftheworld/* from the British Museum and the BBC
- *www.bbc.co.uk/schools/primaryhistory/worldhistory/*
  A history of the world for younger secondary students
- *www.archives.gov/education/lessons/worksheets/*
  Great for developing students' understanding of texts and other sources
- *www.pbs.org/wgbh/pages/frontline/digitalnation/*
  Videos, interviews and forum (for teachers rather than students)
- *www.surveymonkey.com* - Free online survey software and questionnaire tool
- *www.ctgeoalliance.org/lessons.html* - Free lesson plans and more!
- *www.google.com/earth/index.html* - Download this interactive globe
- *www.tacle2.eu* - Find a load more lessons and ideas for teaching the humanities
- *www.vocaroo.com* - Send very vocal emails!
- *www.freesound.org • www.ccmixter.org • www.jamendo.com*
- *www.audacity.sourceforge.net* - Audio editing software
- *www.faceyourmanga.com* - Students can create their own avatar
- *www.fotobabble.com* - Create speaking photographs
- *www.blabberize.com*
  Again, students can create speaking photos but the mouth(s) actually move so it's much funnier!
- *www.pinterest.com* - Create on line pin boards and project boards
- *www.glogster.com* - Create posters, presentations etc. Fun, easy and effective
- *www.myfootprint.org* - Students can discover their ecological footprint
- *www.comiclife.com*
  Create cartoons on any subject. Free trial period but small annual charge after that. Worth it though!
- *www.historypin.com* - Events, places, people from history pinned to a world map. Interactive.
- *www.search.creativecommons.org* - worry-free material that can be used by students
- *www.myhistro.com* - Create fabulous timelines
- *www.padlet.com* - Brainstorming, feedback, ideas… there's a virtual post-it for every task!
- *www.wordle.com • www.tagxedo.com* - Create wonderful word clouds
- *www.dvolver.com* - Students can create their own films
- *www.storybird.com* - Write books with stunning illustrations

CONCLUSION

USING E-LEARNING TO TEACH THE HUMANITIES

Together with the Taccle2 website and the Taccle2 training, this handbook is intended as a practical resource for teachers of the humanities in secondary schools. It has been constructed according to what teachers of the humanities told us they wanted: loads of ideas, a few activity guidelines and not too much theory. Above all, we hope it provides 'instant' ideas and a stimulus for you to develop your own ideas in future.
It was never intended to be a theoretical handbook about the pedagogy of e-learning and it is not recommended to be used as a curriculum model. There are many excellent books that cover these issues. We particularly like Megan Poore's 'Using Social Media in the Classroom'.[1] This is a personal preference as it is very readable and provides a good follow on for any of you who want to take the next step.

On line, there are some great sites for those among you that do wish to learn more and to keep abreast of new developments; we like http://digitalhumanitiesnow.org, https://dhs.stanford.edu/ and http://digital.humanities.ox.ac.uk these sites don't provide particularly light reading but they should satisfy the hardcore out there!

We really don't believe that using e-learning in the classroom needs a special 'theory' of its own. There are innumerable theories about learning and teaching and many seem perfectly adequate. Nevertheless, we should recognise that ICT does offer opportunities that are not possible using traditional tools – this is the 'added value'.

You may be wondering why the humanities needs a booster injection of value, that it has existed as a recognisable scholarly discipline for centuries without too much concern about 'added value'. This is true, but the world is moving on and is increasingly demanding – money makes the world go 'round so everything, apparently, must have value…and as much of it as possible.

Today, everything and everyone has to work for investment, opportunities, status and 'a place' in the twenty-first century. Whatever you think about modern life, the fact remains that there are fewer hiding places for those wishing to 'coast' and fewer free meal tickets in general. Thinking, learning and even dreaming all have an intrinsic value in the modern age. Thinking clearly, learning a lot and dreaming big are, well, BIG business. One of the things sometimes said about the humanities is that it is failing to think BIG. But is this true?

WHAT HAPPENED?

Some time in the not too distant past, literary and scientific subjects happily skipped along together, hand-in-hand. There wasn't too much competition because each minded it's own business whilst also showing a polite interest in the other. There was a respect between the two, and each had it's own ambition and agenda. Ideas were discussed at dinner parties and gentlemen's clubs, but everyone knew their place AND what they were bringing to the academic party. Both of them were, for the most part, valued equally.

1. Megan Poore 2012 Sage, England

Over recent decades, the two have drifted apart, rarely speaking to one another as their languages and world views diverged. There came a point at which they were almost unable to do so. Today, they seem to interact only when science comes up with new technological phenomenon – like the internet – that revolutionises our lives and forces the humanities to respond.

Science 1 - Humanities 0.

BONFIRE OF THE HUMANITIES – CHALLENGE AND OPPORTUNITY.

As science grows to dominate modern society, the humanities are in danger of losing status. To many students today, imagining that the humanities have anything like the global significance or influence of the sciences seems like madness; after all, "Samuel Pepys only wrote a diary, it's not like he invented the Wii, or something"! A quick Google search will reveal academic types blogging about how modern learners see the humanities offering up the odd dead king in a car park and another school trip to Stratford-Upon-Avon whilst science receives world wide acclaim for stem-cell research, cloning, space exploration and mobile devices. Oh, and lest we forget, they also constantly remind us of the excellent job opportunities open to science graduates. THESE are the challenges that the humanities face today.

The irony is that the humanities have never been in such a strong position to recruit, teach and train the next generation. Thanks to the internet, even very young students have access to vast libraries of information, data, images, video footage, audio clips and even rare, precious primary sources that have always been locked away in the dark vaults of prestigious repositories. This is just one of the new doors of opportunity open to the humanities.

SO IS IT GAME OVER?

Certainly not! We at Taccle HQ believe that e-learning can not only play a part in the reinvigoration of the humanities at school level but can also inspire future leaders and innovators in the humanities – after all, we will probably need archaeologists and geologists on other planets in the not too distant future! The policy makers, the great and the good in the upper echelons of the humanities departments, can no longer afford to be 'traditional' and must recognise that they are facing a revolution – just like medicine has.

In case we are in any doubt about this, we should be aware that industry has already responded to this scientific revolution, and so have parents. There have been reports of parents telling their children that they will only fund a degree in business, science or engineering and whilst there are students who would love to study history or geography, they are increasingly unlikely to do so having heard rumours and reports claiming that call centres are, allegedly, full of humanities graduates who couldn't get a foot in any other door. Even if this used to be true, it needn't be the case today.

Traditional sectors, whether they are in business, commerce or even fields of thought like the humanities, lose their vigour due to a fear of risk, lack of research money, dwindling popularity and uninspired experts and advocates. But even greater opportunities may be on the horizon because the world has recognised that inventing isn't enough – inventions need to be 'sold'.

Not so long ago, if you wanted to start a company, you spent a month or so coming up with a product you wanted to build then devoted the next year developing the prototype, finding factories and, hopefully, getting into production.

These days many products are virtual, such as apps. Work in this field can be contracted out to programmers anywhere in the world. But to get to that point, companies must spend months searching for that one undeveloped idea that they can harness. They must also find investment, partners and talented people to take the risk and join their firm… and they have to do all of that without an actual product! Scientists and mathematicians aren't renowned for their captivating rhetoric (sorry guys!), so to whom are these firms increasingly turning?

ENTER THE STORYTELLERS...

These firms have begun to learn that the only way to convince the unconvinced, to tempt the cautious and sell a new idea is to tell stories: stories about their products, how they will be used and how they will benefit humanity. Stories that are so vivid that potential investors can imagine they already exist and are a part of their daily lives. Almost anything we can imagine can now be built, so the battleground in business has moved from engineering, which lots of people can now 'do', to storytelling, for which many fewer people have the required skills and imagination. The bottom line is that science is great at coming up with cold, hard results but can experiments and computer software recognise, and take account of, the human element that surely exists in any given problem? The world is beginning to recognise that there is a large, human-shaped void in today's science and technology industries and there isn't a computer on earth that can fill it.

Asked once what made his company special, Steve Jobs replied: "It's in Apple's DNA that technology alone is not enough - it's technology married with liberal arts, married with the humanities, that yields us the result that makes our heart sing."

We all assume that this will be a century of technology but as the competition in technology moves to this new battlefield, the edge will go to those institutions (and individuals) that can bring out the big guns - imagination, wisdom, sensibility, metaphor, and most of all, storytelling. These industries won't only be looking for creative writing, but people from every discipline in the humanities, from the classics to rhetoric to philosophy. Twenty-first-century storytelling is going to be HUGE and involve everything that is 'human' including myths, poetry, ethics, history, psychology, environments, lifestyle and even human-ness itself. Basically, we need people who have a deep understanding of human nature to lead the way. We NEED The Humanities.

Yet, we are faced with a dilemma: teachers, parents, in fact everyone, wants children to pursue the things that enthuse them, but we also acknowledge that they will have to earn a decent living as adults. We need learners (and their parents!) to understand that there are opportunities out there for those who want to study the humanities but we must prepare them so that they have the skills to take full advantage of these opportunities. Humanities graduates of the future will work in advertising, business, IT and politics, and not because they couldn't get a job in teaching or researching but because that will be where they're needed and where they'll *want* to be. But they won't be graduates of the humanities in the traditional sense - they will leaner, faster and much more adaptable – they will have greater flexibility and an extensive skill-base.

The demand is there now, but the question is whether the traditional humanities can, and are willing to, evolve to meet that demand. We believe they are.

In a world that seems to be dominated by machines, we need to celebrate our humanity. Is there any academic discipline better placed to do this than the humanities? You are a teacher of the humanities and we hope you're willing to grasp these exciting opportunities with both hands! Within reason, be a risk-taker, as much as possible be innovative and brave but, above all, lead! The world *will* thank you for it.

OUR HELPFUL LIST OF DO'S AND DON'TS!
(Otherwise known as Mistakes We Have Made)

DO…

- Use a scheme of work as the basis for planning your lessons rather than basing your lessons around the technology.
- If children are using e-learning tools they should, on most occasions, be an integral part of the classwork. However, it may sometimes be necessary to spend a lesson learning to use a particular resource before it can be utilised to achieve a particular teaching and learning aim.
- Use technology in a meaningful way to enhance the subject and not distract from it.
- Devise activities that require pupils to share a computer, because computers are excellent for encouraging collaborative learning and also for higher order skills, such as modelling.
- Develop your own and your pupils' skills in using software that can be applied to a variety of learning situations e.g. recording and editing video and audio.
- Plan your lessons so that the computer-based work and the non-computer-based work complement each other.
- Find out how far you can let them learn from each other / video tutorials or by letting them discover by trial and error.
- Try and persuade your school that computers should, in some way, figure in most lessons… so having one IT suite is probably won't be sufficient in future.
- Encourage your pupils to be active creators of digital content, to publish and share that content and to see themselves as owning the web not being owned by it!

DON'T…

- Start a lesson based on e-learning tools without ensuring that you are familiar with the equipment and, crucially, that it works at that moment in YOUR classroom. A 'dummy run' at home is pointless!
- Start the lesson at all without ensuring that you have some non-computer work handy in case something goes wrong with the computers or power or software or – anything!
- Underestimate what your learners are capable of doing and understanding on a computer.
- Forget that a learner's ability and confidence on a computer is likely to be based more on previous exposure rather than academic ability.
- Forget the division between the 'haves' and 'have-nots' and that the learners who do NOT have a computer at home may be more embarrassed about it and try to cover it up than, say, not having books in the house.
- Confine your approach to closed, low-level questions. The provisionality of ICT lends itself well to exploratory open questions, what-if investigations and scenario setting.
- Focus on dealing with the software at the expense of the real learning task.
- Leave it to the last minute to begin the 'end' of the lesson, especially if the learners have to save their work, file it, store it, print it or publish it. The 'housekeeping' of using technology takes longer than you think.
- Allow learners to sit facing the computer screen when you want them to listen to your instructions.
- Give out homework that can be done only on a computer.

AND FINALLY...

Go for it!

Remind yourself that your main goal, as ever, is to ensure the children in your class have the best education possible and, with the world moving at an exponential rate, that you have a central role to play in preparing future generations to meet new challenges and unprecedented changes. No pressure there then?

"My fingers," said Elizabeth, "do not move over this instrument in the masterly manner which I see so many women's do. They have not the same force or rapidity, and do not produce the same expression. But then I have always supposed it to be my own fault—because I would not take the trouble of practising."[2]

The humanities need brave and innovative e-learning practitioners and if you are going to be among them, practising is the only way to get there. If you don't get to grips with it now, it will overtake you and both you and your students will have to play catch-up.

In the meantime, if your initial attempts to turbo-charge your lessons go awry (and we can almost guarantee they sometimes will) relax and take comfort in the knowledge that it happens to every-

2. Jane Austen, 1831, *Pride and Prejudice*

one (boy, could we tell you some personal e-learning disasters). Call it a day and make yourself a cup of coffee and remind yourself of what kind things you'd say to a student who'd just messed up. We've supplied a few below for use in an emergency!

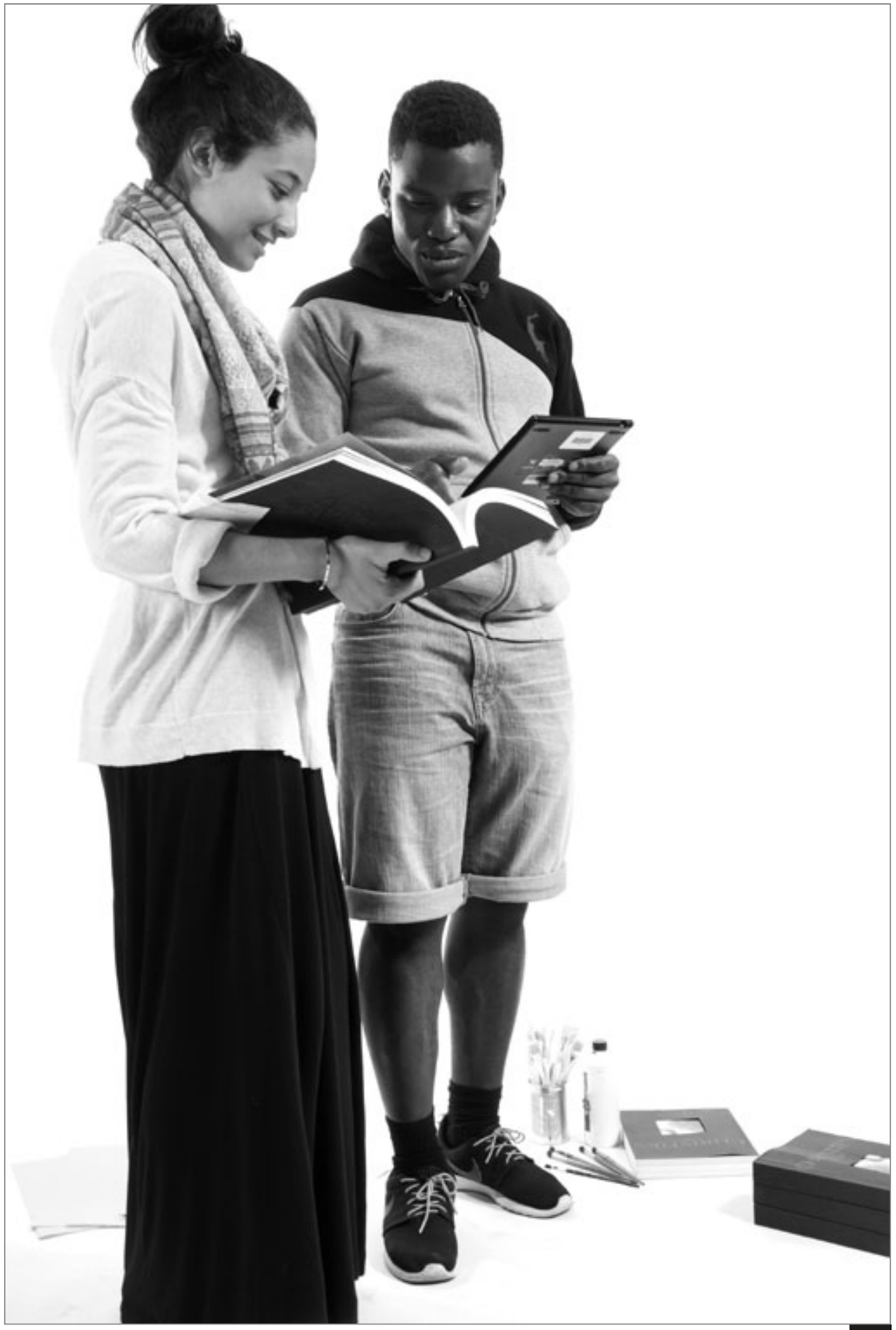
Now, go get 'em tiger!

Emergency mantras:

- There's no shame in having tried and failed.
- Teaching, like learning, is a journey.
- Lessons are meant to be hard; if they were easy they wouldn't be lessons.
- I'm proud of myself for trying.
- That *should* have worked.

And our personal favourite…

- I won't do *that* again!



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Teachers are under increasing pressure to use Information and Communication Technologies to improve teaching and learning. But the gap between many teachers' appetite, competence and skills and the ever-increasing advances in technologies is becoming almost too wide to bridge.

TACCLE2: e-Learning for Teachers of the Humanities is a project funded by the EU under its Lifelong Learning Programme. We, the authors, are real teachers just like you and we've got the battle-scars to prove it! Our aim is to help other teachers enhance their current practice by providing support and guidance as they begin bridging the gaps that have, until now, prevented them from taking advantage of the educational opportunities that information and communication technologies have to offer.

This handbook contains 8 step-by-step comprehensive lessons organized according to skills that are common to most humanities subjects. As well as detailed lesson instructions you will also find activity support and advice on how to help you avoid any potential pitfalls, a list of other subject areas that may benefit from using the software and, as your confidence grows, a load of snappy ideas to super-charge the e-learning content of any activity. We're such nice people we've also included links to examples that we've used, links to online tutorials and links to helpful websites!

There's no pressure, no hard-sell and certainly no lecturing. From the beginning we've been determined to create a resource *for* teachers written *by* teachers, the result of which is in your hands right now. So give it a go and let us know what you think at www.taccle2.eu. You'll also find 100s of ideas that could help you be an even better teacher than you already are!

Lifelong Learning Programme