

EDN205 - ICT In The Classroom

Task Two

Video Script

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Hi Everyone, my name is Bec Wilson and this is my video presentation for Task Two for EDN205: ICT in the Classroom where I will be analysing my three resources and the technology that they promote and outline for use in the History classroom, and the advantages and disadvantages of these technologies.

I must admit it took me a lot longer than I would like to admit to find my three resources for my learning area. At first I couldn't seem to find anything appropriate but after extensive research I couldn't seem to narrow it down as they all seemed so helpful and amazing.

My first resource that I will be discussing is an article titled 'Clear-cut to High-Tech: History Teaching and Learning Support Material (TLSM) drawing on Information and Communication Technology' by Luiza O de Sousa and Elize S von Eeden. The article encourages the use of ICT in the classroom as opposed to traditional reading of historical texts, as the authors believe that students have much better reactions to the information when presented using ICT. The article specifically promotes the use of the internet as an amazing source to help teachers and students gain access to previously unattainable resources, as well as discusses the different advantages and disadvantages of using ICT in the classroom. The use of the internet to find historical resources helps to eliminate some geographic disadvantage as with the internet teachers and students no matter where their school is situated can access the same information and interactive resources.

The article outlines the main advantages of using ICT in the classroom as, A fantastic tool to gain access to other resources, for example the Best of History Websites that provides "quick, convenient and reliable access to the best history-oriented resources online" (O de Sousa & S von Eeden, 2009) and includes links to K-12 history lesson plans, teacher guides, activities, games, quizzes etc. which as a teacher when you have limited time it is extremely helpful to have numerous resources in the one place, which is exactly what the internet is. Another example is the use of Youtube, which is a video sharing website that is accessed by teachers for its visual and audio media and can provide original footage of major events. This can help students to visualise events, and history can 'come alive' in their imaginations, rather than being a story they are unable to relate to or understand the full lasting effects of.

By using the internet for these resources you are able to use interactive maps to show changes over a period of time. You are able to access games, visual and audio media relating to history, which when used effectively in the classroom can heighten students motivation and engagement with the material as it is more stimulating for the learner.

Although it is commonplace to use some ICT in the most classrooms, according to this article, there are some disadvantages and hurdles that must be overcome to be able to use them effectively. When planning on using ICT teachers must take into account the cost of software and hardware as well as the time needed to source appropriate multimedia and at times format

them before they can be of use. This can be time consuming and requires careful forward planning and time management by teachers. However it also stated that the "challenge faced is that a mind shift must be made by teachers to change their teaching and learning strategies and methods so that the integration of ICT, will not only lead to learning specific skills, but also to rather integrate multimedia resources into daily teaching and learning." (O de Sousa & S von Eeden, 2009)

This article discussed the internet as the primary tool to gain access to a wealth of resources that wouldn't normally be readily available, and by using these ICT and multimedia resources students are able to gain "more excitement, understanding, interpretation, analysis, commitment and the drawing of relations between the 'old' and the 'new' between the past and present." (O de Sousa & S von Eeden, 2009) which is my aim as a history teacher.

My second resource is the American website teachinghistory.org, specifically their 'digital classroom' section. This site is American however gives amazing examples and ideas of how to use technology in history classrooms, and all of their ideas can be converted or changed to suit Australian topics. Because it is a website, it is obviously a web tool, however it gives videos and other technologies/activities that are able to be used in the classroom.

For example in the 'Tech for Teachers' section you can see awesome ICT resources including;

Budget Hero - which is an online game teaching students how to budget at a federal level

myHistro - which is an online visual tool to combine maps and timelines to show change

Moodle - Which is an online network system where you can add students to your group and upload assignment and resources, as well as start discussion boards etc.

WhatWasThere - which is a photo sharing site, where users upload old photos of locations around them and then using google maps you can look up different places in the world and see the photos of what it used to look like.

Another section of the website called 'Beyond the Chalkboard' gives specific examples of activities you can do with your students using different technologies. Some of these include;

Creating campaign commercials - Students research the different parties running for leadership in their country and their stance on particular issues then using a video camera to capture the footage, and then a computer program such as iMovie, students create a campaign commercial for their chosen party.

Recording experiences - To keep students focused on field trips the use of camera's can help the students remember specific memorials etc. They can then use these pictures in other projects back in the classroom.

Interactive Whiteboards - Many classrooms in first world countries are now fitted with interactive whiteboards where teachers can download specific games, and activities, as well as interactive maps for the students, which can enhance their participation and enjoyment and get them to actively be involved in the learning process.

Something I really appreciated was in one of their information boxes with a link to a video they ask the viewer "How can you make your lesson plans more exciting for your students without sacrificing content?" (George Mason University, 2014) which shows that they have identified the problem of using technology 'just for the sake of it' or focusing too much on the technology and the skills required to use it that the students don't learn the historical content.

From these examples you can see that this website provides amazing examples and resources for teachers to implement in their own classroom, and they see the use of ICT in the classroom as extremely important to the development of history teaching and engaging and providing fun and meaningful activities for the students that benefit and enhance student motivation as well as allowing for and promoting student creativity without sacrificing the content and learning required.

My third resource is an amazing Youtube video by the PLC Junior School year 5 students, that is a Lego stop motion animation depicting the story of the 'Eureka Stockade'. This video provides a perfect example of technology being used in a history classroom not just as a tool, but as an experience and providing the students the opportunity to actively be involved in the learning process, as well as gain new skills in Media Arts. The students used Lego and a camera to create the pictures for the story and then a movie making software such as iMovie to put the photos together and then add music, sound effects and narration. The clips at the end of the movie showed that the students did enjoy the project and could describe the process and technologies well.

An advantage and fantastic by-product of making this movie is that for most of these students it is an experience they will always remember, and hopefully they will also remember the history of the Eureka Stockade as well. The great part about the use of this technology is that by the students experiencing and gaining skills using it (rather than it be a teaching tool like presenting a Powerpoint on an interactive whiteboard) you are able to cross over your assessing into Media Arts where students are supposed to "Develop skills with media technologies to shape space, time, movement and lighting within images, sound and text." (Australian Curriculum and Assessment and Reporting Authority, 2009) which is fantastic for teachers as we know they never seem to have enough hours in the day, so it's ideal to integrate and cross over into different areas of the curriculum where possible.

My only concern and could be considered a disadvantage is that some students may get too caught up in the technology and the movie making rather than fully understanding and remembering the story and history behind it. However because of the amount of information and preparation behind making this movie I don't believe there would be a high chance of this happening.

Overall I thought this was a great example of a history teacher using ICT in the classroom to bring the students' knowledge together in a meaningful way.

My three resources described and gave examples of several different technologies that can effectively be used in a primary history classroom. However the main technology they described, provided and encouraged was the Internet. They discussed and described the

internet as a fantastic tool for teachers to be able to gain access to a wealth of other ICT (and non-ICT) resources to enhance learning in the classroom.

Along with the internet all three resources also looked at other tools including visual and audio media, games, discussion boards/forums, as well as interactive media such as maps. All of the resources but particularly the article and website stress that by using ICT in a history classroom you can use a broader range of resources, your students will be able to visualise people and events (which will make the content and information more relatable) and they will be more interested and engaged in the learning when they are able to actively be involved. So by integrating different types of ICT "History teaching becomes a magical experience." (O de Sousa & S von Eeden, 2009)

Although there are fantastic advantages of using ICT in the classroom, if not used correctly there can be significant disadvantages. Teachers need to allow time to find the different ICT resources as well as budget costs for certain resources. Along with any difficulties in using the ICT resources, I have found from my research that if you focus so much on the technology and not on the content, students will not gain the knowledge and skill set you are aiming for. So you must be aware that you are using ICT to enhance the content not overshadow it.

In conclusion my resources have taught me countless ways to use ICT in my primary history lessons as well as provided reasons for the importance of using ICT in a meaningful way. From my research I can highly recommend using videos of original footage as well re-enactments to bring to life the stories you are looking at, as well as creating leadership campaigns and creating animations while using technologies such as WhatWasThere to help your students 'see' the history and let it be real for them, in their imaginations, as if you use these in your classroom you will find your students to be highly motivated learners. And I can't wait to use the resources I have found in my classroom, to make history come alive for my students.

Reference List

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