

DSI-3 Hisotoria

Report teacher training Fontys Hogeschool Tilburg

PUBLIC REPORT

Fontys, University of Applied Sciences, Tilburg
4 April, 2018



Tilburg railway station, located near the Fontys University of Applied Sciences

In partnership with:
Fontys University of Applied Sciences, Tilburg



Historiana
your portal to the past



Report Teacher training Tilburg Historiana

Executive Summary

On the 4th of April, Steven Stegers (Acting Executive Director) and Dorien van Duivenboden (Trainee) from EUROCLIO went to Fontys University of Applied Sciences (Hogeschool) in Tilburg to organise a workshop about Historiana. During this workshop, it was explained to the future teachers of Fontys (students learning to become teachers) how they can benefit from using Historiana in their lessons. This training was both an opportunity to promote the use of Historiana to teachers, and to test the platform on a group of trainee history teachers to receive feedback on its functionality.

The Participants

The twenty participants were all students learning to become history teachers at the Fontys University of Applied Sciences. Some of the students were already teaching part-time, or teaching another subject. The group was mixed in ages, gender, and experience with teaching. All the students were following the same course at Fontys Hogeschool and were instructed by their teacher to make an assignment by using Historiana. This assignment included making an E-Learning activity at Historiana.

Description of the Activities

Steven started the workshop with a presentation about the development and the use of Historiana. He explained that Historiana is an ongoing project that is developed by EUROCLIO-European Association of History Educators and powered by Europeana. During the presentation Steven stressed that Historiana is unique because it is free, guarantees quality of the learning activities, and is available in multiple languages.

Steven was also interested in what the students know of digital learning environments and asked the students with what other digital learning activities they already work. The students explained that they usually work with the online learning activities that are added to the school books. They noted critically that the online learning materials that are provided by the publishers or the school are usually not sufficient and take up a lot of time. The use of these already existing materials, according to the students, were also not constructively applied in the lessons and were only useful for quickly testing the cognitive knowledge of the pupils. This is done, for example, by a mobile phone app that is able to let the students individually participate in a quiz. Together, they concluded that there is already some digital learning material, but that it is not of good quality.

Following this, the students started to work with Historiana, creating a learning activity step by step. Unfortunately, the connection of the Wi-Fi wasn't strong enough to handle the registration of all twenty of the students at once, which resulted in a slower connection and some of the students having to register multiple times before they were able to access the learning activities. Despite these initial difficulties, students were ultimately all able to register and partake in the activity. They worked with the source collections 'The visual front' that offers a plethora of unique photographs of the First World War and created several e-learning activities.

Results and Feedback

The students gave constructive feedback on Historiana and had some questions. One of the potential improvements mentioned was a progress bar that shows the progress of the downloading of the website. They were also wondering if it was possible to save all the sources at once from the source collections. Finally, they noted that it would be useful to create a guideline on how to use Historiana for teachers. For the pupils, it was mentioned that it would be useful to add annotations to sources, or to create an explanation of how to use sources, as this is an important aspect of final exams in the Netherlands.

With some adjustments yet to be made, the future history teachers were enthusiastic about Historiana. They saw the big and various online primary source collection as very beneficial. After the training, Steven stated that this was “constructive feedback that will be implemented on Historiana in the future. We can learn the most about the needs of the teachers by giving them these kinds of trainings and with their feedback we can further improve Historiana.”

Historiana

Free historical content, ready to use learning activities, and innovative digital tools made by and for history educators across Europe.

Historiana

European Association of History Educators **EUROCLIO**

Co-funded by the Erasmus+ Programme of the European Union 

Disclaimer

The contents of this document are the sole responsibility of EUROCLIO and can under no circumstances be regarded as reflecting the position of the European Union. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-financed by the Connecting Europe Facility of the European Union