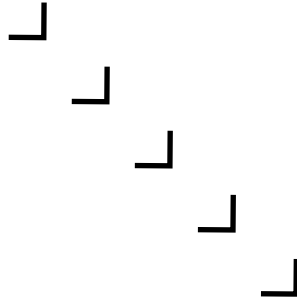
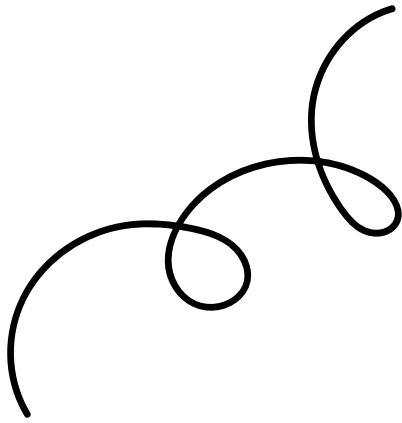


Digital

Hi



story



telling



Executive Summary

DIGHIST — Executive Summary

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— Executive Summary



Within the “Digital Historytelling” (DIGHIST) Erasmus+ project, Fundacja Szkoła z Klasą (Poland), Asociación Smilemundo (Spain) and the King Baudouin Foundation (Belgium) are developing a set of tools (Digital History Toolkit and Digital History Atlas) based on data storytelling methodology and aimed at history and social sciences teachers. They will have as a main goal supporting independent reflection and understanding of social processes of 20th century European history. The Digital History Toolkit will be set of ready-to-use educational material presenting important historical topics from the 20th century, created as an example for teachers to support innovative (digital) teaching of history. The Digital History Atlas will be a digital platform that comprises the **Digital History Toolkit** and a **training methodology** with supporting tools for teachers such as tutorials, guidelines, FAQ,... to help them use the Digital History Toolkit and to support them in creating their own digital education materials.

The “Digital Hi-storytelling. Research report” is the result of a desk research regarding both the use of digital tools as well as the challenges of teaching history to Generation Z. The research was supplemented by in-depth interviews with history teachers in the three partner countries.

The position of history in the curriculum and the link between history education and civic or geography education are mapped for Belgium, Poland and Spain to take into account every country’s specific context. History teachers think that knowledge of the past is especially important to allow students to understand the world as it is now and to encourage them to become independent critical thinkers. Based on the interviews, an overview of the most important topics – in the opinion of history teachers themselves – is provided. Most of these topics are in fact subjects that help students to understand the world today better (for example the Cold War and authoritarian regimes). In all three countries, teachers also describe more controversial or more complex subjects as harder to teach (for example colonization), for various reasons: lack of confidence, lack of perceived legitimacy, difficulty remaining neutral, etc.

The didactic methods used to teach history are also explored. These vary from classic methods and new (more activating) methods such as problem-based learning, inquiry-based learning and flipped classroom, to storytelling. In order to fundamentally change teachers’ teaching practice and avoid sticking to traditional methods, they need ready-to-use didactic materials and guidelines on how to use these and the new teaching methods.

The use of digital tools before the Covid-19 pandemic in the three partner countries was explored. An enormous number of very diverse digital tools was available for use by (history) teachers. However, the teachers still tended to use the digital tools in a rather conservative way, recreating traditional teaching methods in a digital context. The use of digital tools seldom resulted in a radical change in their teaching methods.

The interviewed history teachers stated that the Covid-19 pandemic has accelerated their use of digital tools. In all three partner countries education was organised online. This fact did not however generate a change in teaching methods. Teachers explained that it was due to the lack of preparation for this new and unexpected situation, time, experience, knowledge, support and – in some cases – equipment.

Teachers are aware that their more traditional approach does not meet the needs of students of today, the digital natives. The students feel comfortable using digital tools, and expect educators to integrate them into everyday school practice. Students need support not in the technical aspects of ICT but rather in finding valuable and reliable content and in deepening their reflection on the social processes and their consequences.

Based on this research, it became clear that the Digital History Toolkit and the Digital History Atlas platform that are going to be created by the partner organisations Fundacja Szkoła z Klasą (Poland), Asociación Smilemundo (Spain) and the King Baudouin Foundation (Belgium), will be very welcome among history and social studies teachers and their students. The toolkit will be based on activating methods, such as flipped classroom, problem-based learning and inquiry-based learning, and also on storytelling. The toolkit and the platform will help to introduce this new way of teaching history in online, hybrid and stationary education, and allow teachers to feel more confident and competent when teaching 20th century history to modern day students.

The materials were prepared as a part of the “Digital Hi-storytelling” project conducted by the School with Class Foundation in cooperation with Asociación Smilemundo and King Baudouin Foundation and funded by the European Commission's Erasmus+ program fund.

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