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## List of Abbreviations

<b>IO</b>	<b>Intellectual output</b>
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## Table of Contents

1. Foreword and project background
2. Introduction
3. How we approached the topic of Digital Humanities?
  - a. Training Strategy objectives
  - b. Overall training development and implementation approach - process model
  - c. Digital identity
4. Target audience of the workshops
5. Workshop topics, and how they were selected
6. Pedagogical approach
  - a. Teacher inquiry - What do we consider as teacher inquiry?
7. Delivering the course
  - a. Recommended structure for face-to-face delivery.
  - b. Recommended structure for blended delivery.
  - c. Recommended structure for online delivery
8. Annexes
  - a. Module template

## Foreword and project background

The project aims to develop a set of tools and guidelines aimed at higher education educators and researchers in the field of humanities (literature, history, geography, philosophy, etc.) with the aim of improving their ICT skills, their teaching performance, their research work and, consequently, the attainment of their students and their motivation.



Ultimately, the project aims at renewing the traditional forms of teaching in humanities disciplines that are least affected by the digital transformation, but which can still benefit most by bringing our cultural heritage to a stake of European economy in different fields. As the Working Group on the Modernization of Higher Education and Digital Skills and Skills stated in Malta in January 2017: “Rapid technological development is transforming the way in which higher education is delivered and students participate. The diversification of the student population requires individualization of learning, more flexible delivery and a greater focus on pedagogies that provide support for learners” (Education and Training 2020, 2019). Although more and more academic content and tools are becoming open and freely available, students will continue to need local support for learning, which underlines the importance of teachers' pedagogical skills together with field-specific competences. Teaching staff will also need a stronger framework for assessing students' learning outcomes, the value of different technologies and the way or timing of their use.

Teaching staff need skills in both digital pedagogy and discipline-specific digital competences. Authorities and institutions should give priority to flexible approaches that allow for context- and discipline-specific responses rather than one-size-fits-all solutions. This approach has already



been set out in the Framework for digitally competent educational organization (RC 2015), which states that "teaching and learning is being 'transformed' to include digital technologies. Building on relevant research, the organization promotes a variety of technology-enabled learning and teaching practices that are flexible, adaptable and engaging" (Kampylis, Punie & Devine, 2015). In the context of the humanities and Social Sciences, ICT has a valuable role to play. It enriches students' education and promotes the emergence of deep and authentic learning (Gilbert & Hoepper, 2014, p. 158). Therefore, the project will investigate the main challenges faced by educators and researchers in the humanities, identify the most useful and practical tools available and adaptable to different disciplines, and provide the right training contents and tools to support educators in developing their teaching strategy using ICT tools.



## Introduction

The Hum@n training strategy is a direct outcome of the Erasmus+ **Hum@n** project, co-funded by the European Union. The project aims to develop a set of tools and guidelines addressed to higher education educators and professors in the field of humanities (literature, history, geography, philosophy etc.) with the goal to improve their ICT skills, teaching performance and consequently the attainment of their students and motivation.

The HUM@N – Digital Transformation in Humanities" project objectives:

1. Improving educators' ICT skills and competences.
2. Providing teachers with user-friendly and adaptable tools to improve their teaching performance.
3. Improving students' motivation and engagement.

The project consortium was selected on the principle that within the partnership all the different competences must be present to achieve project results and represent the different European cultures, thus to have enough viewpoints and achieve outputs with a strong potential of adaptability and transferability. In particular, there are four higher education institutions representing the different fields of humanities studies from the United Kingdom, Slovenia, Romania and Estonia. There are also three different European-wide networks representing the HE sectors, Geographers and Digital Education. Finally, there is a technical partner who supports the partnership in developing the necessary tools.

## How we approached the topic of Digital Humanities

As stated by the Working Groups on the Modernization of Higher Education and Digital Skills and Competences last January 2017 in Malta: “Rapid technological development is transforming the way in which higher education is delivered and students participate. The diversification of the student population requires individualization of learning, more flexible delivery and a greater focus on pedagogies that provide support for learners.” Although more academically appropriate contents and tools are becoming available openly and freely, students will continue to require local support for learning, which underlines the importance of teachers’ pedagogical skills along with field-specific competence. Teaching staff will also need stronger frameworks for assessing students’ learning outcomes, as well as the value of different technologies and how or when to use them. Teaching staff needs skills in both digital pedagogy and discipline specific digital competences. Authorities and institutions should prioritize flexible approaches that allow context and discipline specific responses, rather than one-size-fits-all solutions. The approach was already stated in the Framework for digitally competent educational organization (RC, 2015) which entails that “teaching and learning is ‘redesigned’ to incorporate digital technologies. Building on relevant research, the organization promotes a diversity of technology-enabled learning and teaching practices that are flexible, adaptable and engaging”.



In the context of Humanities and Social Sciences, ICT has a valuable role to play. It enriches a student’s education and promotes the occurrence of deep and authentic learning (Gilbert & Hoepper, 2014 pp.158).

## **Target audience of the workshops**

The Hum@n course is aimed at educators of Higher Education Institutions in the field of humanities studies.

## **Workshop topics, and selection**

The Hum@n course consists of five topics which are divided into modules:

1. Classroom Outside the Physical Classroom;
2. Digital Storytelling;
3. Gamification in Higher Education;
4. Humanities in the Field;
5. Transforming Learning.

To arrive at these specific topics, we chose carefully from among the examples of technology use in the humanities submitted by educators and researchers who participated in the Hum@n survey. In selecting the topics, we tried to ensure that we not only addressed educators' common needs, but also provided some inspiration regarding more innovative uses of ICT in higher education.

## **Pedagogical approach**

Teacher inquiry can be defined as systematic, intentional study of one's own professional practice as an educator (Cochran-Smith, & Lytle, 1993; Dana & Yendol-Hoppey, 2009). Teachers themselves identify problems or uncertainties they face in their practice – sometimes referred to as a “wondering” or “burning” question – design an intervention that addresses their question and collect relevant data, interpret this data, take the necessary pedagogical actions, and then share and discuss their findings with other teachers (Dana & Yendol-Hoppey, 2009; Dawson & Dana, 2007).

The reasons for teachers to take up inquiry are numerous. Researcher-led interventions often do not lead to lasting and meaningful change in teachers' practices (Cai et al., 2017), but teachers' inquiry results in the construction of knowledge (Orland-Barak, 2006; Zeller-mayer & Tabak, 2006) that encourages actual action in the classroom. This, in turn, can ultimately lead to a desired shift in pedagogical practices and positively impact student outcomes (Dana & Yendol-Hoppey, 2009). Engaging in inquiry improves teachers' self-efficacy and improves their chances of persisting in the face of obstacles (Ellis & Castle, 2010). It is also claimed that teacher inquiry is more useful for teachers who are exploring the implementation of new pedagogical practices in technology-enhanced environments than other traditional, less rigorous reflective activities (Dawson, 2006; Dawson & Dana, 2007).

The Huma@n course modules are designed to facilitate participants' implementation of and inquiry into the new practices they decide to adopt from the course: the reading material contains case studies and references to papers that can serve as inspiration for new instructional practices, and a template is provided which guides participants in planning, monitoring, and reflecting upon these new practices so that they can be further tailored to suit individual teaching and learning contexts.

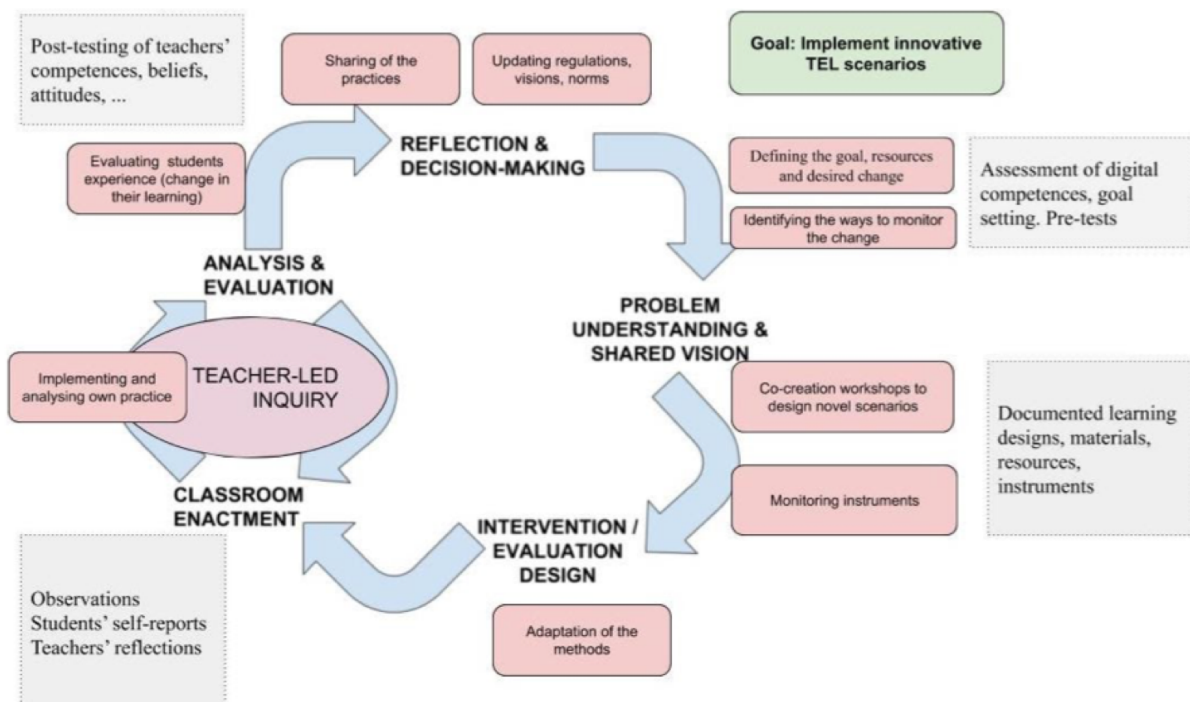
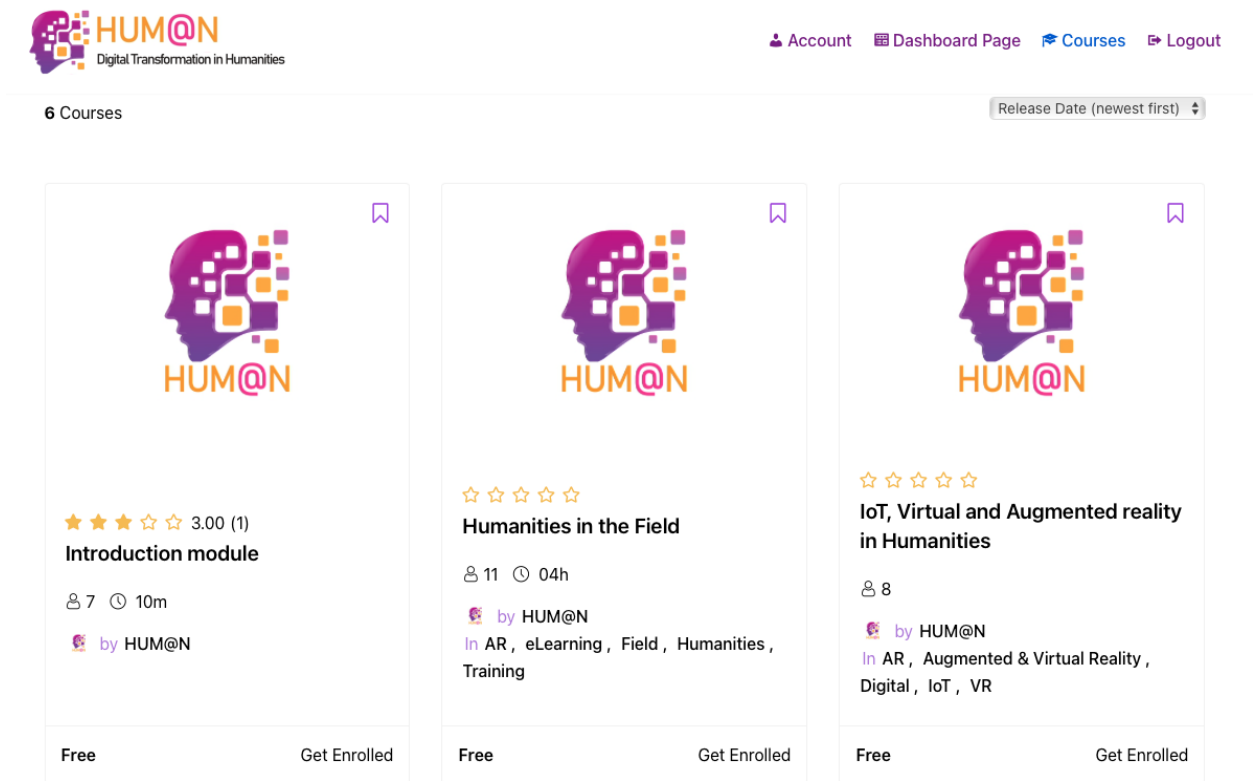


Figure 1. Teacher-led inquiry model

## Delivering the course

### Knowledge sharing platform



The screenshot displays the HUM@N Knowledge Sharing Platform dashboard. At the top left is the HUM@N logo with the tagline "Digital Transformation in Humanities". To the right are navigation links: Account, Dashboard Page, Courses, and Logout. Below the header, it says "6 Courses" and a dropdown menu for "Release Date (newest first)". The main area features three course cards, each with the HUM@N logo, a bookmark icon, a star rating, a title, a duration, a "by HUM@N" tag, and a "Get Enrolled" button.

Course Title	Rating	Duration	Enrollment
Introduction module	3.00 (1)	7 10m	Free
Humanities in the Field	5 stars	11 04h	Free
IoT, Virtual and Augmented reality in Humanities	5 stars	8	Free

Figure 2. Hum@n Knowledge Sharing Platform dashboard visual

### **Recommended structure for face-to-face delivery**

For each module, a number of workshops/meetings should be organised over the course of a period long enough for participants to carry out interventions in their classrooms.

For the first session, after a short introduction to the topic and Teacher Inquiry by the workshop facilitator, participants engage in self-directed learning and explore the contents of the module. On completing each individual section, participants should discuss the same in pairs or groups, with the facilitator present to answer any questions and doubts.

At the next session, using the “Planning Teacher Inquiry” template provided here as a guide, participants present and discuss the ways in which they are going to implement their newly acquired knowledge in their classroom in order to solve an existing problem or achieve a goal.

At the next meeting, participants present the data they have gathered, the inferences they draw from it about the success of their new methods, and how they plan to modify and improve these methods in the future.

### **Recommended structure for blended delivery**

Where blended delivery is desired because of a lack of time, participants should familiarise themselves with module contents by a given date. A forum or online group should be set up for discussion of the content.

At the first face-to-face session, using the “Planning Teacher Inquiry” template provided here as a guide, participants present and discuss the ways in which they are going to implement their newly acquired knowledge in their classroom in order to solve an existing problem or achieve a goal.

At the next meeting, which should take place after participants have had sufficient time to implement desired measures in their classrooms, participants present the data they have gathered,

the inferences they draw from it about the success of their new methods, and how they plan to modify and improve these methods in the future.

### **Recommended structure for online delivery**

When fully online delivery is required, participants should be supported through the use of discussion forums and provided with feedback about their ideas through a peer review mechanism.

Participants should first familiarize themselves with module contents by a given date. A forum or online group should be set up for discussion of the content.

Next, using the “Planning Teacher Inquiry” template provided here as a guide, participants present the ways in which they are going to implement their newly acquired knowledge in their classroom in order to solve an existing problem or achieve a goal. This can be done during an online meeting, in which case each presentation can be discussed by the group present. If online meetings are not possible, the filled in template can be uploaded to a common folder, with each participant required to review the work of two other participants.

Finally, participants present the data they have gathered, the inferences they draw from it about the success of their new methods, and how they plan to modify and improve these methods in the future. Again, an online meeting can take place for this discussion, or written documents can be reviewed by peers.



## **Introduction of the template**

The course digital platform we're going to use for creating interactive learning materials is H5P - <https://h5p.org>. It will allow us to choose the platform we want to use for the entire training later on as it supports Wordpress, Drupal, Moodle, Blackboard etc.

**Assessment** can be included at the end of every topic of which a combined result of pass/fail is then formed. The other option is to include an overall assessment at the end of all topics (end of the course) as a combined activity/task which will assess the knowledge gained during the course.

**Skills and learning outcomes are linked with assessment.** The course must include activities/tasks that support the skill development and thus, achieving the learning outcomes. We will follow the DigCompEdu model - <https://ec.europa.eu/jrc/en/digcompedu>

**The system works as follows:**

**Learning outcome -> skill -> task/activity (how the learning outcome is achieved and skill developed).**

Providing institution			
Contact name and email			
Title/topic	→ Fieldwork in the humanities → Digital storytelling → Multimedia in the humanities → Game-based interactive platforms in the humanities → A classroom outside the physical classroom → IoT and AI (transforming learning)		
Volume of the topic/course (hours, credits)  Total learner' hours expected	<b>Learning format:</b> <ul style="list-style-type: none"> <li>• Online</li> <li>• Blended</li> <li>• Face-to-face</li> </ul>	Digital platform	<b>Assessment</b>

Aim:	
<b>Description of the topic</b> A brief introduction to digital humanities and how this topic/course fits into the core topic.	
<b>Case study/studies supporting the topic</b>	
Learning outcomes:	
Individual assignments	
Supporting literature	
Any external resources needed when the course is running	
Any copyright issues	
Additional information about the project and case studies: <a href="https://www.digihuman.eu">https://www.digihuman.eu</a>	
<b>Individual assignments should be aligned with the learning outcomes.</b>	

SECTION TOPIC	The course can consist of multiple sub-topics
Description of the topic	
Content of the topic	
Skills that the topic teaches (must be coherent with learning objectives)	

Learning outcome	Skill	Task/assignment
<b>Learning Activities</b>		
<p>[Enter here learning activities which you want your learners to do during the lesson, for example:</p> <ul style="list-style-type: none"> <li>• do an assignment,</li> <li>• read a text,</li> <li>• watch a video,</li> <li>• take a quiz/answer a question,</li> <li>• do an internet search,</li> <li>• search a database</li> <li>• participate in a forum discussion (include forum for topic-based discussion),</li> <li>• participate in a workshop,</li> <li>• finish a survey,</li> <li>• etc.</li> </ul> <p>The content of the lesson should support the activities and some activities can also be integrated with the assessment (about the assessment see below). Activities should <b>support the skills</b> that the topic is supposed to teach]</p>		
<b>Assessment of the topic [optional]</b>		
<b>H5P task/assessment formats</b> <p><i>H5P makes it easy to create, share and reuse HTML5 content and applications. H5P empowers everyone to create rich and interactive web experiences more efficiently - all you need is a web browser and a web site with an H5P plugin.</i></p>		