

Surfing the Past: Digital Learners in the History Class



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Reviews

Very helpful to any or all category of folks. It is written in simple phrases rather than difficult to understand. It has been developed in an exceptionally simple way and is particularly just after I finished reading this pdf in which basically transformed me, modify the way in my opinion.

(Hank Runte)

SURFING THE PAST: DIGITAL LEARNERS IN THE HISTORY CLASS

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Sidestone Press. Paperback. Condition: new. BRAND NEW, Surfing the Past: Digital Learners in the History Class, Olivier Nyirubugara, This book discusses one of the most frequently discussed subjects in history education during the last two decades, namely how secondary school pupils use the World Wide Web for their learning activities. Based on two case studies in two Dutch schools, the book shows some ways in which the use of the Web has changed history education in at least three respects: first, the findings of the two case studies show that the Web has a huge potential to turn the history class - previously described as boring and too abstract - into a livelier and more attractive environment, where concepts, events, phenomena and processes of the past almost always have textual and/or [audio]visual representations; second, strong indications were observed showing that the Web fosters historical understanding, not only by triggering thinking processes that take pupils beyond the shown contents, but also by prompting them to evaluate sources and sample relevant fragments for their assignments; third, the Web has brought into history education sources that were previously excluded, including those described as unconventional. This book shows, among other things, that convergence is underway on both the user side - since pupils use both conventional and unconventional online sources - and the content-production side, where heritage institutions are increasingly getting involved in unconventional platforms like Wikipedia. The latter emerged from the two case studies as the most popular source of historical information, while the websites of heritage institutions tended to appear at the bottom of the list of references. Unlike personal sites, which also scored better, heritage sites face some obstacles, including the still dominant desire to preserve institutions' identity and uniqueness, conservatism - which often prevents the redefinition of collection management tasks...

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