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Ψηφιακότητα και Ιστορική Εκπαίδευση

Η αξιοποίηση των ψηφιακών τεχνολογιών στην ιστορική εκπαίδευση

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Abstract

The book seeks to highlight the challenges that the digital condition offers for Teaching and Learning history. After an introductory chapter referring to the transformations brought about by digitality in the Humanities, and especially in Historical Studies and Historiography, we focus on both the theoretical foundation of digital history education and its practical applications. At the theoretical level, it is argued that the use of digital technologies in education should be closely connected with the purposes, the learning outcomes, and the methodologies of the discipline to be taught. Especially, the inclusion of digitality in History Education is based on the one hand in the epistemology of Didactics of History regarding Historical Thinking and on the other in its connection with critical citizenship in the modern digital world and the formation of digital citizenship. At the same time, the great challenges posed by digitalism for School History are highlighted. They have to do with the concept of the Active Audience, the Shared historical authority as well as the reduction of the distance between the producer and the user of history. The book consists of 12 chapters. All chapters have extensive Greek and foreign language bibliography and assessment activities. Chapters 3, 4, 5, 7 and 8 are devoted to the use of general-purpose software and the Internet in the search, evaluation, organization and use of historical information and sources, participatory web technologies in conventional and distance historical education, in the history software by category of their theoretical basis as well as in the repositories of educational historical content such as Photodendro. Chapters 6, 9, 10, 11 and 12 shed light on the digital challenges of digital mapping, digital gamification, film history, mobile history and mobile literacy and finally digital storytelling always with reference to history education.