

Support Page for Historiana eActivity Builder



This document is meant to detail the use of each tool available on Historiana's eActivity Builder and provide some examples on how to best use them in an eLearning activity.

The **Text** tool



This tool allows you to write text and add images that does not require student actions. This is typically used as an introductory tool to explain what the aims of the activity are and/or to provide some more background information or direction.

Examples:

1. As an introduction: "Life in Europe in the 1950s' is a very big topic indeed. ... In this activity we will have a small glimpse into this decade. It should provoke more questions than it answers!"
2. Of a direction: "Now that you have had a careful look at the picture, compare ideas with a partner. Prepare your thoughts ready for a discussion about the question: 'What can this painting reveal about 16th life in northern Europe?'"

The **Question** tool



This tool allows you to ask a question to your student with the possibility for the student to answer directly in the tool. The answers will be in the form of text.

Examples: "In what ways did industrialization change how most people worked?" or "Based on your findings on the previous page, what do you think life was like in medieval universities? Write a paragraph describing life as you see it represented in these images."

The **Embed** tool



This tool allows you to include a video, newspaper article or a link to an external webpage from anywhere on the internet into your elearning activity.

Examples: you might embed a short YouTube clip of a school history programme that does some teaching for you, or of a historian giving a perspective on a topic. Alternatively you might send pupils to look at a collection of images on a museum website that you want them to use as sources of evidence, or to a weblink of an article you want them to read for more knowledge.

The **Sorting** tool



This tool that has been created to help students categorise sources according to different criteria (set by the teacher). One can sort in chronological order, or by theme, or into groups. Students can drag and drop sources on the page depending on where they think the source belongs.

- To use the tool, one needs to start by adding sources to the tool.
- There is then the possibility to use a background, either provided by historiana, or your own, that you can upload directly to the tool. Different backgrounds have different aims for the activity. The right/left options can help students fit sources in two categories, the circles can help sort the sources by relevance to a topic, the 4 lines can be used as a timeline / sequence of events etc. There are some tips next to each background. With your own background, the possibilities are endless.
- You have the possibility to add instructions so that students know what you expect from them in that exercise.

- The add source button allows you to add more sources to the tool (from historiana, or your own sources).
- You also have the possibility to add labels to make the exercise clearer. These will also appear in the student view.
- You can edit the sources by clicking on them. There, you can zoom in with the bottom left button, delete with the bottom middle button, and add/modify/delete the text with the bottom right button.
 - NB: if you are using sources from historiana, the text available on the website is automatically added to the source. If they are your own, no text will be available.

Examples:

1. Students could sort a collection of images of European architecture by similar or difference, or they could sort the legacies of Napoleon into a line from most to least important in their opinion.
2. Students could sort sources into chronological order to help them examine continuity and change.
3. Students could sort causes into those they consider most significant (closest to the centre) to those they consider least significant.

The **Analysing** tool

This tool was created to analyse one visual source in detail, using annotation. You can use it to have students suggest the time period at which the source was created, to practise really close observation, or to make connections between parts of a source and knowledge. The annotations can be read by clicking on them but are transparent when not selected, allowing students to add multiple annotations to an image without blocking their view of any parts of it.

- To use the tool, one needs to start by adding one source to the tool.
- The bottom icons work the same as the Sorting tool (Zoom; delete, add information). You also have the option to add instructions, which works the same as the Sorting tool.
- As a teacher, you can add annotations yourself to guide students. You can add text to your annotation, and change the colour if you need several categories. These will show on the student view.
- If you click on the selections, you have the possibility to adjust their size and move them. This is also the case for students.

Examples:

1. You might ask students to make a close observation of aspects of propaganda in a poster, or you might give them a photograph and ask them to explain the different parts of it using their knowledge.
2. Annotations could also be used to identify particular features in artworks (e.g. last supper) or to highlight particular visual messages an artist may have been trying to send.

The **Highlighting** tool

This tool was created with text sources in mind, for students to be able to interact with the text directly. You can upload a text PDF, and the text will be automatically transcribed to the tool, you can upload the image of a text and type it out yourself, or you can upload an image to illustrate the text that you will type out yourself (or copy paste from somewhere else). This tool can be used to do close analysis of source, or to work with literacy, or to explain parts of the text with knowledge.

To use the tool, one should add one or more sources.

The bottom icons work the same (Zoom; delete, add information).

The toggle button on the top right shows you what the texts look like.

You have the possibility to add instructions, and more sources.

- You have the possibility to add a built in glossary for works that you think your students may not know. These words will show up in pink on the student view.
- The student is able to highlight certain parts of the text in various colours according to the teachers instructions, and to add annotations to their highlights.

Example:

1. You might give students a text on inventions in the 19th century and ask them to highlight the names of the contributors and their contributions in order to reflect on who they think contributed the most.
2. When evaluating a source's usefulness, you might direct students to highlight passages in the text that: suggest the author's purpose in writing, suggest bias, provide specific information relating to the inquiry question, etc. You might then ask students to provide annotations to justify their highlighting choices.

The **Compare** tool 

This tool was created with the aim of comparing sources. It works the same as the analysing tool, but for 2+ sources. It can be used to compare and contrast visual sources.

- To use the tool, one starts by adding 2 or more sources.
- The bottom icons work the same (Zoom; delete, add information).
- You have the possibility to add instructions, and more sources.

Examples:

1. You might present two different art works and ask students to identify the different ways in which two paintings about the death of the Virgin Mary differ in terms of the artists' use of religious imagery.
2. You might give them two propaganda posters and ask pupils to compare how each works.
3. You might provide several related visual sources from different time periods (eg. Stalin's rule) and have students identify continuity and change in the representations.

The **Discovering** tool 

This tool was created for students to learn more about sources and the principle of causation. They can discover sources in an order defined by the teachers by simply clicking on the sources. This can be used to show complexity of causation, to show how causes connect, or to connect causes to previous learning.

- To use the tool, one has to add sources (more than 2 is recommended).
- You have the possibility to add instructions, and more sources.
- You can add a title to the node, and by clicking on the image, you can also modify the information, delete the source or zoom in.
- By clicking on an image, you can link them to another via a 'node'.
- You simply connect the sources by creating a node between them.
 - NB: the order in which you create the node will be the order in which the students will discover them.
- You can add a title to the connections, change their colours, or reverse the direction of the arrow.
- The bottom icons help you zoom in or out and center the work.

Examples:

1. You might use this to show the complex events between 28th June and 4th August 1914, or to reveal how scientific ideas were developed across borders in the late 19th century.
2. You might use this to explore different approaches to dealing with controversial statues and explaining a decision making process.