Digital History: Unpacking this untapped pedagogical tool

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The goal or idea of the session and how it will operate

Recent literature assumes digital history is a computational method of collecting knowledge about the past (Benjafield, 2017; Smithies, 2013) . However, psychology and history disciplines utilize this method to provide insightful and enriching data. New Zealand based studies recognize this is not a new idea, however implications may be underrated (Phillips, 2013; Smithies, 2013). As a tool, digital history can make key connections between humans, technology and learning. The term digital history is not be confused with digital storytelling which is more complex and involves various forms of media to convey a story.

Participants will be exposed to using digital history as a pedagogical tool in the classroom. The goal is for participants to envision implementation and applicability into their own context. The session will consist of interactive activities and demonstrations. Participants will be involved in the creation of output during the session. Engagement will be in various forms such as discussion and technology usage. This variety of engagement will enable participants to take the seat as student and observer. Dual roles will enable the participants to participate while creating content. This creation can display the application within the classroom and usage in content evolution. Participants will have the opportunity to collaborate on a digital history output that can be used for instruction and learning. Co-creation of content will be the main goal so participants can envision the usage and integration.

Digital history allows humans to share ideas, "human history is in essence a history of ideas" (Välikangas & Sevón, 2010). To this end, humans can be trapped by ideas, notions or experiences. Ideas can be interpreted as commodities for people or organisations rather than actors. Digital history cannot overlook social impact as a critical and conceptual evaluation point (O'Donnell & Henriksen, 2002; Wei, Teo, Chan, & Tan, 2011). Social impact and shared learning within information and communications technology is central to economy and society. It is noted that everyone in the world does not have equal access to automation and technology, therefore digital history may be limited with presence of digital divide (Wei et al., 2011) . However, bridging that gap in the classroom is possible when digital history is used as a collaborative tool.

Names and biographies of the organisers of the session

Darl G. Kolb

Darl G. Kolb is Professor of Connectivity in the Graduate School of Management (GSM), where he explores connectivity on multiple dimensions. Before his academic career, Darl spent ten years as a professional instructor/guide with the Colorado Outward Bound School and the Santa Fe Mountain Center. His experience in experiential education has served him well in designing invigorating learning experiences. His current research is focused on metaphors-in-use www.metaphors-in-use.com He holds a PhD from Cornell University and has been a Visiting Fellow at the University of Sydney and University of Cambridge.

Patricia R. Hubbard

Patricia Hubbard is a Professional Teaching Fellow and PhD student in the Graduate School of Management at the University of Auckland, New Zealand. She has previously been a Chief Financial Officer at a large school district in the United States and an adjunct professor at Montana State University (USA). Patricia has been involved in delivering a number of university courses in the areas of management, organisation, accounting, computer applications, website design, human resources and professional development. She has worked in various consulting capacities creating strategic, business, leadership, management, technology and marketing plans. This has spanned several industries such as education, financial services, telecommunications, social media technology, retail, real estate and non-profit organisations. Patricia is passionate about university studies, programme development and student achievement. She also brings an international perspective to enhance the employability of graduates and build up programme opportunities. She is an advocate of life-long learning and enjoys having the opportunity to be actively involved in the community.

What attendees will get out of your session

At the conclusion of the session, participants will have an understanding of:
• The actual practice of digital history;
• Why this technique can be of value in teaching and learning;
• How to integrate digital history in the classroom;
• What benefit it can have for students, teaching and learning;
• Examples to show the technique and how to deepen student understanding;
• Implementing the ideas and curriculum integration.

Who the session is aimed at

The target audience is anyone at the conference that would like to know more about the technique of digital history. As a method to engage students and relate to previous experience to scaffold on existing structure. Attendees will be seeking a new way to encourage students to be lifelong learners and identify past experiences to reflect upon. Participants will want to gain connection to utilizing new ways in the classroom to build global citizens through sound pedagogical practices grounded in technology and experiential learning.

How the session fits the ASCILITE 2019 theme

Digital history provides instructors motivation to engage learners in a different way. Developing our learners to excel in their chosen career requires understanding of where they start. Each learner brings a diverse motivation for learning, this method begins to bridge the gap in knowledge sharing. Once we can wrap curriculum and goal development around this digital history, we can aim to equip students with knowledge for future success. A chance to connect with the students and utilize their knowledge and skills to move forward. Furthermore, it explores an emerging digital technology that can be incorporated into instruction and learning. Thus, creating a unique learning space for students to design a new way of exploring.

Inspiring students to actively engage in the learning opens up the possibilities. Real world application becomes embedded in the instruction and learning while including students in the design process thinking. This tool can provide the space for students to express creativity and help drive learning design. This session will aim to explore a pedagogical area of digital learning that can be trialed in various learning spaces. This exploration will solicit sharing and experimentation to be taken away by participants.

References

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