

<p><i>Title:</i> <b>Discover Kassels History</b></p>	<p>School: Georg-Christoph-Lichtenberg-Schule Subject: History</p>
<p>Picture/ Photo:</p> 	<p><b>Type of School/ Learner Group</b> The Lichtenbergschule is a German Gymnasium with classes from 5<sup>th</sup> to 12<sup>th</sup> grade. Normal class sizes are 30 students, courses in the high school department vary from 10 to 28 students. Students have different social and cultural backgrounds, mainly eager to learn and motivated. Social problems occur randomly therefore conditions of teaching are good in general. The school is rather well equipped with iPads which can be borrowed on a daily, weekly or monthly basis for the classroom. Most students are familiar with smartphones and laptops. There is a high motivation for learning with iPads and students use it in other classes as well so in general they know how to use them. Their media literacy is therefore very good in general and no particular instructions are needed to work with iPads in the classroom. My project took place in an 8<sup>th</sup> grade class.</p>
<p><b>Description</b> (supporting the title) In the history class students basically learn with schoolbooks. This means that local history is not really part of the history class. Our idea was to find out how “general history” can be traced in our city. After having learned the great developments from the 17<sup>th</sup> to the 19<sup>th</sup> century our question was in which way European absolutism, the French revolution and early 19<sup>th</sup> century German history was part of our city. So students already had a good knowledge about the general historical developments but when asked how this can be traced in our city students had no idea. That is how we started. We wanted to create our own local history museum in our classroom. The learning scenario was planned for 8 lessons/45 minutes per lesson. The first two lessons we made a research about general historical developments in our city for the time period. We looked for information about buildings, important people, institutions, geographical changes. The goal was that all students have a clear idea about general developments in our city and that they can categorize the content of their particular research. Lessons 3,4,5,6 were open for particular research. Students should also take pictures of buildings, monuments etc. to integrate them into their digital posters they had to work on for the classroom exhibition. In lessons 7 and 8 the results were presented by hanging the students works in the classroom. With these materials they created crosswords about the history of Kassel to collect the knowledge presented in the classroom. Finally they had the task to write an article for the local newspaper about the history of Kassel from the 17<sup>th</sup> to the 19<sup>th</sup> century. Therefore each student was obliged to put the gathered knowledge from a personal perspective into a framework ensuring that every student is able to match up and gather the knowledge presented in the classroom in a coherent and structural way. The media devices we used were mainly iPads and MacBooks. For information resources we used website about the history city of Kassel and mobile phones for taking pictures. The aps we mainly used were <i>Pages</i> for collecting and writing the information and texts. For the final posters students used different programs like Microsoft Word, <i>Pages</i> and the app <i>PosterMaker</i>.</p>	
<p><b>Learning outcomes</b></p> <p>The students can...</p> <ul style="list-style-type: none"> <li>- use the iPad</li> <li>- select an app type</li> <li>- choose their own app icon</li> <li>- use <i>Pages</i> and <i>PosterMaker</i></li> <li>- being able to create a poster with various apps/programs</li> </ul>	

## Preparation

We started by reflecting about the general changes and developments in European and German history from the 17<sup>th</sup> to the 19<sup>th</sup> century. Having developed a historical timeline, we then took a first look to certain buildings and famous Landgraves in Kassel for that time period. On a hand paper we gathered the information so that every o had a clear structure about the time period in mind. I then gave the students a paper with possible research projects they could choose. This is how the project started.

## Realisation (step by step)

The number of lessons: Preparation 2 lessons; actual working time on the projects 6 lessons; gathering, presenting in form of crosswords and knowledge exchange 2 lessons. The first two and the last two lessons took place in the classroom. The 6 lessons in between took place outside the classroom, firstly at various places in the school and for taking pictures outside the school on a private basis. The teaching methods: Starting point: Reorganization of already learned material; brainstorming about buildings and famous people in Kassel. Teacher gives paper about the research projects on a timeline; open learning for gathering information, taking pictures and creating the final posters. The last two lessons installing the posters on the wall like a small museum; reading of papers and making crosswords about the city of Kassel; mutual conversations and discussions. Exchange of crosswords and by that self-evaluation about the actual knowledge gathered through the project. Final homework: writing an article for the local newspaper about the history of Kassel.

## Opportunities ☺

*What was especially successful/ funny for the pupils, etc.?*

Students could develop an understanding of history in the city they live in. They start to observe more clearly the connection between history and their living environment. In debating such questions in the classroom students become open for the impact of history on the live word surrounding them.

*How did your mobile scenario contribute to learning?*

The mobile scenario makes it possible to study local history in the classroom and school without being directly controlled by the teacher with copies. iPads and Internet connection give access to information which cannot be found in the textbook. By creating posters for an exhibition the students are responsible for the result of the project.

## Challenges (tips) ☹

*What could be improved next time?*

Maybe other apps could be useful for an even better presentation of the student's work. The biggest challenge is that students must be able to use the same iPads during the whole project. An alternative to the form of presentation could be a history walk in the city with the students.

*Is there anything teachers should keep in mind before trying out such a project?*

iPads and other devices must be available during the project time. Some pupils need more time to create a very good poster instead of presenting an rather ordinary paper.