#dariahTeach Open Education Workshop, 22-23 March, Lausanne

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Gábor Pálko, Petőfi Literary Museum & Gábor Tamás Molnár, Eötvös Loránd University, Budapest, Hungary

**Active text apprehension and teaching literature through/in the medium of the information and communications technology (ICT)**

In our presentation we would like to give an account of a Hungarian research project focusing on digitally enhanced/mediated education in secondary and university environment.

The aim of the project is to convinced teachers, students and stakeholders that without the competence and practice of using/handling texts in the medium of the ICT neither researchers in the field of the Humanities nor teachers and students won’t be able to do their job and won’t have carrier opportunities on the market. The project seeks to help those who is willing to develop digital competences – at the level of secondary school teaching, teacher’s training or any field of the Humanities.

We have started out from the assumption that the ICT environment is not a tool or set of tools but a medium, it does not merely “channel” communication but actively forms it. A lot has been said about the importance of information and communications technology in the context of public and higher education and research infrastructure, but these discourses rarely reflect the fact that ICT as new practice of knowledge production deeply influence everyday mechanisms of culture, science and education. Some media theoretical argumentations draw a parallel between the outcomes of book printing and ICT.

Our second assumption is that creative and receptive digital textual competences should be developed simultaneously on various levels: among university professors, university students, teachers and pupils. We think that only the those students, teachers and scholars will be successful in their job who relate to the ICT medium in a creative and reflexive way. They shouldn’t just ‘use’ ICT ‘tools’ but must be aware of the possibilities and limitations of the medium. So knowledge of/on the ICT technology should be made more reflexive, critical and creative – although text types, genres and textual practices differ in public or higher education and research.
Our third assumption is that ICT should form the environment and the topic of the educational process – to be effective. Textual competence development is based up to the present on the print medium – both on the primary level of the treated texts and the secondary level of educational practices/materials. In the meantime – ironically – both professors, teachers and students work in a digital environment. This anomaly could be cleared by giving more emphasis to “born digital” and multimedia genres in competence development and by integrating ICT into the educational situation. To make education interactive, collaborative, multimodal: digitally enhanced.

We are working on a development of a methodology through which each target group (researcher, student, teacher, pupil) will be capable of fulfilling their different purposes more creatively (and not: naively, erroneously, deficiently, uncritically, exposed). We define thematic nodes – through which reflexivity and creativity of each group can be developed based on different texts and situations.

Some nodes we plan to integrate into the educational curriculum and practical eLearning material we will test in real everyday lessons of Hungarian language and literature in secondary schools and teacher trainings:

1. Project based small group situations mediated by collaborative infrastructure
2. Online annotation of literary, everyday, secondary texts alone and in groups. Picture and video annotation
3. Discovering and visualizing intertextual networks of texts assisted by automatic ICT analysis
4. Text in the multimedia environment: storytelling, presentation tools, web2.0 genres
5. Gaming and web2.0 environments in school situations

In our presentation we will show some good examples/best practices of reflexive and creative ICT usage in the educational situation/digital competence development.


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