

Category 4 Resource Development

Group 4-53

History and Evolution of Warfare in France

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1.1 Our Objectives

We noticed that some students might be uninterested to learn history using conventional textbook methods. However, we also observed that many students enjoy watching videos to destress. By presenting research on France in videos, interactive map, website, card game and crosswords we hope to allow students to obtain extensive knowledge about the history and evolution of war in France while having fun. We also hope to encourage students to know more about war than just basic general knowledge and understand how wars can change the course of history, as well as the devastating destruction wars can bring.

1.2 Our target audience

Primary and Secondary school students between age 11 - 14. We believe that students below age 11 may be uninterested or committed to learning history outside school. They may also not be able to fully understand our resource. Meanwhile upper primary and lower secondary school students between the age of 11 and 14 may be more interested to learn more in-depth history than just common knowledge taught in primary schools and lower secondary. However, students above the age of 15 may have already gained more in-depth knowledge of war. They may also wish to focus on other aspects of knowledge or improve on the other aspects besides military history, and may be uninterested towards our product. But people of all ages are welcome to use our product.

1.3 Why we chose France

France has gone through the Napoleonic Wars in 1798, WWI and WWII, as well as the Cold War, which lasted 45 years. Through these historic events, France's political system changed from a Monarchy, to dictatorship to an occupation and being a puppet state by a foreign country, to a semi-presidential system determined by the French Constitution of the

French Fifth Republic. Today, France has managed to overcome these obstacles and emerge as a powerful and successful country in the European Union. The second reason is because France and Singapore share good bilateral relations. France was one of the first thirteen countries which recognized Singapore's independence in 1965. Singapore is France's third-leading trading partner in Asia and the leading trading partner in the Southeast Asian region. 80,000 Singaporean tourists visited France in 2014 and 200,000 French tourists visited Singapore in 2014. The National University of Singapore initiated an exchange program for students to gain more knowledge of French culture and language. Hence, the above statements prove that Singapore and France have good relations, and it is very important for students in Singapore to continue such relations between the two countries. One way is to have a better understanding on French history in order to find the similarities and improve relations between Singapore and France, so as to progress rapidly together.

2.1 Literature review

The National Center for Education reported in 2011 that a significant number of American students felt disengaged from their education and were unable to apply their learning to real life. The report also found that higher levels of engagement closely correlate with high levels of achievement and with lower dropout rates. In order for better allow students to understand what they're learning and not just memorize — it is vital that students learn how to connect what occurs in the classroom with their lives and the world outside of the classroom. One way to do this is by hands-on research. A 2009 study conducted by researchers at Purdue University found that 8th graders who were taught through a hands-on learning method, as opposed to only the textbook method, showed higher comprehension of the concepts, particularly among those students where English was not their first language. Students who physically experience scientific concepts understand them and score better on science tests, according to a new Chicago-led study. Brain scans showed that students who took a hands-on approach to learning had activation in sensory and motor-related parts of the brain. Activation of these brain areas was associated with better quiz performance by college physics students who participated in the research. From these studies, we believe our interactive lesson package will enable the students to learn better, which will stimulate their brain and allow them to have fun at the same time.

2.2 Background and product research

At the time this report was done, there were no resources pertaining to the French's role in various wars. This further affirms that our belief that this resource will be helpful for students.

3.1 Needs analysis

Survey: <https://goo.gl/forms/D7Mmoz9eYHgBhKss2>

There were 67 respondents altogether.

-48.4% of the respondents disagree that they know a lot about the military history of France.

-45.9% of the respondents would want to learn more about the military history of France.

-65.2% of the respondents wants us to work on the evolution of weapon and tactics in France.

-55% of the respondents want us to work on the history of wars in France.

3.2 Website

The website was created using Wix and is our main information platform

Provides an extensive amount of information to the viewers about French involvement in WW1, WW2 and the Gulf War. The Cold War section provides additional background knowledge regarding the conflicts between the Western Powers and the Soviet Union. Include images of generals, various weapons and machinery used.

3.3 Videos

Created by PowToon. It has simplified plots of the wars with graphics to supplement and facilitate learning.

3.4 Kahoot!

Tests the understanding and knowledge of the wars through an online quiz and crosswords. Encourages players to have a friendly competition amongst themselves. Allows players to see how much they have improved from their previous attempts

3.5 Interactive map

Allows viewers to have easy access to our website and provides the location and a brief introduction to the various battles.

3.6 Crosswords

One of our resources that better suit students who would prefer hardcopy worksheets. This is to test their knowledge regarding the wars

3.7 Card Game

Another resource to compensate for the removal of the app and to make learning more enjoyable

4.1 Final results

Over the past year we have made:

Website: <https://tougheryeti6.wixsite.com/viva-la-france>

15 Crossword Puzzles to test students

Interactive map: <http://ai2.appinventor.mit.edu/?locale=en#5946911410487296>

Kahoot! : <https://create.kahoot.it/1/#user/50fd3a44-2aa4-4737-9560-d6b9534405a0/kahoots/created>

To test whether our resources were effective, we decided to let some students take the Kahoot Quiz before they read our website, and then testing them with the same quiz

after they have read through our resources, to see if they have improved. The average score on the first round was 4.3334. The highest score was 6. On the second round, the average score was 7.6667. The highest score was 8. The players have improved significantly from their previous attempt, showing that our resources were helpful to our target audience.

4.2 Possible improvements + problems faced

We realized that our research could be expanded to other countries as well and not just limited to France. Secondly, we were unable to deliver a game as promised due to several obstacles. We were unable to find a suitable game-making software that was easy to use and able to create satisfactory results at the same time. It was difficult to receive help and guidance as many teachers were unfamiliar with game-making software. Game-making software were subjected to frequent updates which may result in the programming codes to become invalid after a certain period. To make up for the game, we developed an interactive map as we were able to use familiar and easy-to-use software to build the interactive map.

The map allows viewers to have quick access to other online resources. It also allowed the viewers to know where the battles took place and know more about the various battles. It was also more accessible compared to other hard-copy notes.

5.1 Acknowledgements

We would like to extend our thanks to Ms Wong Yushan for providing invaluable guidance throughout the project, and the judges for taking the time to help us improve and further prepare us for the future

5.2 References

Literature Review

URL: <https://demmelearning.com/learning-blog/hands-on-learning-benefits/>

Website Title: Demme Learning

Article Title: Hands-on Learning Benefits

Date Published: July 18, 2018

Date Accessed: August 14, 2018

France's history and information:

URL: <http://www.historyhome.co.uk/c-eight/france.htm>

Website Title: British India 1763 - 1815

Article Title: The Age of George III

Date Accessed: August 14, 2018

URL: <https://www.theguardian.com/books/2015/jun/21/history-of-modern-france-fenby-how-the-french-think-hazareesingh-reviews-old-conflict>

Website Title: The Guardian

Article Title: The History of Modern France; How the French Think – reviews

Date Published: June 21, 2015

Date Accessed: August 14, 2018