

Category 4: Resource and Development

4-020

PROJECT 1815

Written Report

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ABSTRACT

Our project, Project 1815, aims to equip lower secondary students who have little to no prior contact with history as a subject, with basic historical knowledge which will help them with their studies as well as give them a basic understanding of European history. We will utilise our Instagram page to spread our project around, as well as our website and app to showcase information, and Kahoot quiz to consolidate their knowledge which would aid the students' revision in history. This would not only supplement classroom learning, but also help make the process of learning entertaining and attractive to the student, especially in today's age.

1 INTRODUCTION

1.1 Rationale

Upon starting Secondary 1, students will be introduced to History, a totally new subject to them in modular style. Due to this, lower secondary students spend far less time studying and mastering history as compared to other subjects which they have been learning since their primary school days. Hence, students find it difficult to fully understand and adapt to the information they were taught. The difficulty in facing their history examinations may cause students to lose interest in the subject as they may find it rather difficult to learn and master.

1.2 Objectives

The objectives of Project 1815 are as follows:

- Help students build a strong foundation in History, enabling them to excel academically in this subject
- Spark an interest in History in students
- Make information about historical events more accessible to students, thus allowing them to study better and learn more.

1.3 Target Audience

The target audience of our project is lower secondary students, primarily Secondary Two students in Hwa Chong Institution who are studying 20th Century European history.

1.4 Resources

The resources created for this project were an Instagram page to post bite-sized information on various historical events, a website to show all our consolidated research and provide links to other useful websites for further learning, a mobile app to create interactive lessons for students and a set of Kahoot quizzes to help students consolidate their learning.



-components of our resource package

2 REVIEW

Other websites that provided information on these historical events were either providing information on history which is too wordy and mostly not relevant to the history syllabus, or only providing a general overview of the historical event and not highlighting the important information that would be useful for the student's revision. Thus, it would be difficult to find the information that the students needed for their revision.

Other Instagram pages that shared similar information as our project also posted too wordy chunks of information which are not interesting to readers.

There were also no apps that provided a fresh learning experience for the students which would give them a break from conventional classroom learning.

3 METHODOLOGY

3.1 Needs Analysis

To find out whether such a project would be useful for the students, we conducted a survey through Google Forms asking students what their experience learning history was like, as well as what and how they felt that it could be improved. Apart from that, we asked about their interest in learning history outside of the classroom. We also did face-to-face interviews in early January, before the COVID-19 pandemic.

3.2 Survey Results

I know history from school and watching random videos/ reading articles that attract my interest, but do not spend too much time on that.

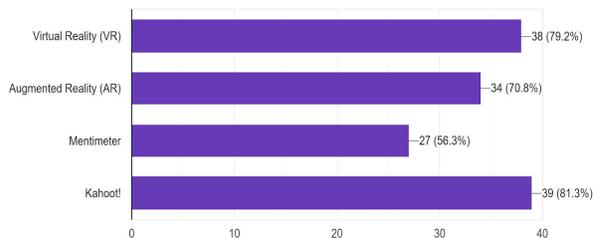
I read a of books and watch a lot of vids and documentaries.

I occasionally watch history videos and I learn it as a subject in school

I only know what is in the textbook.

-How much do students know of history and where they get their knowledge from

Do you think these are some possible good ideas to enhance students' learning experience?
Please tick your choices.
48 responses



Ipad with related subjects access or have specific subject rooms.. press buttons with ready information..

Not technology exactly. I think more of videos and helpful summaries and breakdowns of chapters/information with many following details will assist me in my understanding in lessons and learning. :)

teachers can use kahoot to make class more fun and exciting

-How students want to enhance their learning experience

3.3 Development of Resources

During this time, we also began developing our other resources. We started the creation of the website, and information on the website was collected to be further disseminated through Instagram. We also had a Kahoot quiz. This is to help students determine the amount of knowledge gained and assist in consolidating the acquired knowledge. Finally, we showed the resources to our history teacher and our classmates to see how effective the resources were.

The project was introduced through Instagram, where information about the website or bits of information from the website and fun facts taken from the web would be disseminated using posters and pictures. We conducted research on the events surrounding Hitler and Napoleon through various websites and videos, and the information was then collated into our website. These learning materials would be presented through a website, where there would be short summaries on the various battles, as well as videos to better present the information in the website. Pictures of the relevant information such as maps and battles were included to support the ingestion of information and make the website more visually appealing. Links to other websites to further broaden their knowledge and learn from different perspectives would also be given.

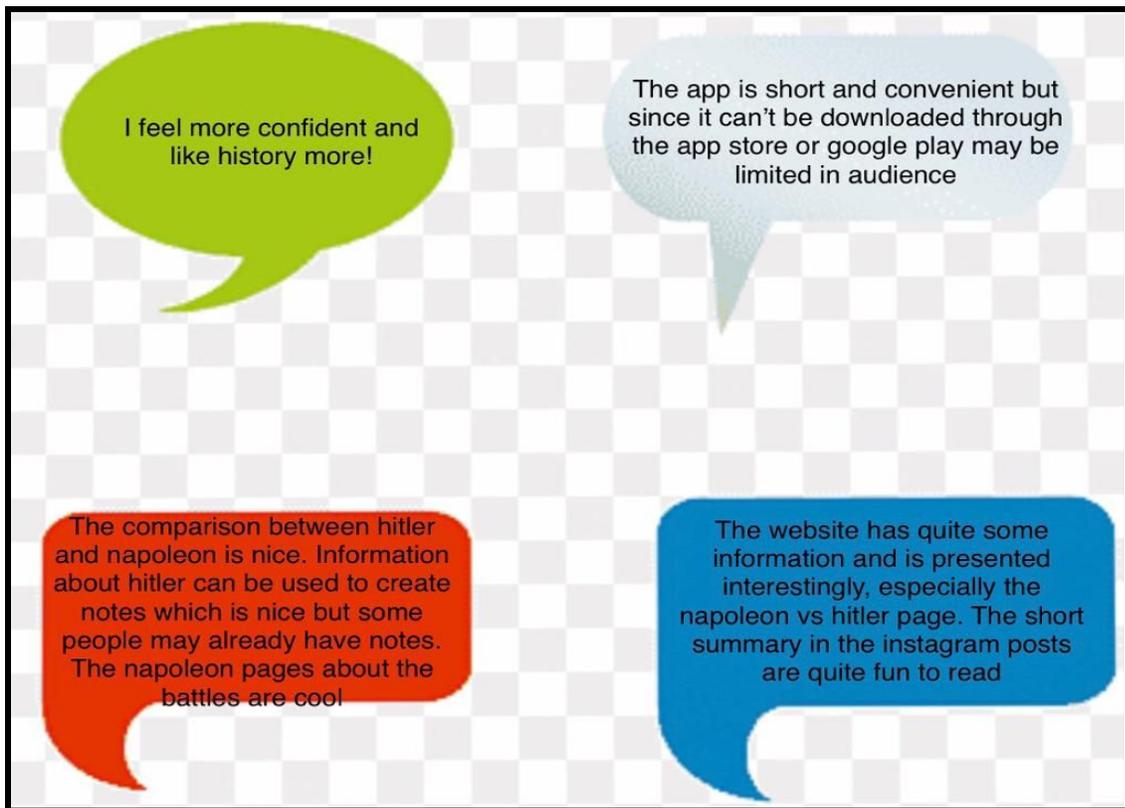
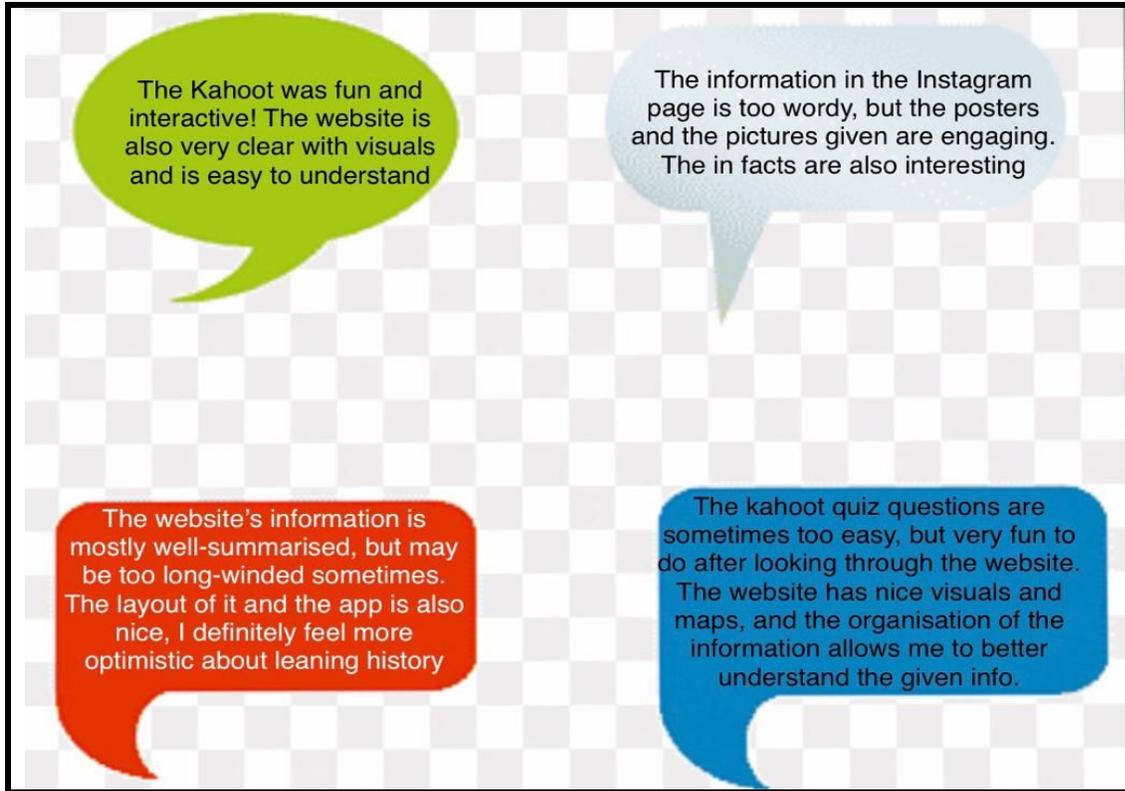
The information from the website was also inserted to the app made with Beezer. This app will allow us to conduct entertaining lessons for students, making use of QR codes

for a more interactive and conveniently accessed alternative. Due to safe-distancing measures in place, however, we could not conduct the interactive activities and instead posted all our lessons and resources in the app for people to browse through it freely. With students being more tech-savvy nowadays, apps are for the students to access the information on the website more conveniently in their spare time. There would also be a Kahoot quiz for every topic to help students better comprehend and absorb various information, gauging the amount of knowledge absorbed. It was made to have varying difficulty levels using superficial knowledge from social media posts as the base level to the highest difficulty level using various sources of websites.

These resources would thus act as tools to help enhance learning and supplement classroom teaching, making the process of learning more entertaining and attractive to students, especially in today's age.

3.4 Pilot Testing

As we were unable to conduct a large scale pilot testing due to COVID-19, we instead asked some of our classmates to give their feedback about our resources. A product demo was conducted where the online platform was shown and their views were sought. Overall, the comments were positive, saying that our resources were interesting and it revealed to them that learning history was fun. Recommendations from our project mentor were incorporated in when fine-tuning our resources.



Feedback from classmates

4 OUTCOME AND DISCUSSION

After receiving feedback on how we should improve our resources, we decided to implement a few before the final evaluation. This included shortening our Instagram posts even further to be easily readable. Text on our website was also shortened to be easier to understand. The difficulty of the questions on the Kahoot quizzes was also adjusted.

Further improvements to our project could have been adding additional resources. For example, we could have increased our social media coverage by posting on other social media platforms such as Facebook, so as to increase the number of people that are exposed to our information. Our interactive lessons could be carried out through more creative and fun ways, such as through board games or card games.

Due to COVID-19, many of our plans to interact with students and conduct interesting lessons could not be carried out. We instead limited it to a smaller scale project that could be carried out between small groups of students in the same class.

5 CONCLUSION

After finishing our project, we felt that developing our resources was a tiring and time-consuming task. What helped us pull it off was perseverance and effective communication between our group members, which helped us to work together efficiently and complete our project even with the limited contact with each other and the project mentor. It was challenging to conduct research on these historical events and present it in a fun way to students, but with the teamwork of our groupmates, we managed to achieve it and take pride in our work.

