PROFFORMANCE+

DIGITALIZATION

Guided Tour

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Coordinators:

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Full Partners:

Associated Partners:

Write a challenge

Please write a challenge for the Digitalized course design topic for which you would like to get an answer from your peers.
Write an idea, suggestion, or advice for a shared challenge

How can we select digital tools that are aligned with the course objectives and the needs of different learner groups?

How can we use AI without reducing the teacher's pedagogical role, professional judgment, and responsibility?

I am facing a challenge - ensuring the variety of digital tools I use (forums, quizzes, video creation, gamification) genuinely enhances language acquisition rather than creating "digital noise".

Discussion forums

The "Digital Literate or Obsolete" Mandate

The "Content vs. Curation" Paradigm

AI – enemy or partner

5 steps exercise

Step 1 Who is your learner?

Target audience Gen Z Undergraduates (Ages 18–22), social history course

Prior knowledge : Intermediate understanding of historical/social concepts. Digital Natives" but often **"Digital Surface-Users."** They are experts at social media UI but may struggle with file management, advanced database searching, or learning a new Learning Management System (LMS) like Canvas or Moodle.

Access to Tech: High smartphone usage; moderate laptop usage.
The Constraint: Some students rely on "mobile-only" for homework while commuting. The course *must* be mobile-responsive.

5 steps exercise

Step 2 Determine Learners' Needs

Learning Goals: Transition from consuming content (reading) to **digital curation** (using digital archives and creating multimedia projects) in the area of social history

Personal/Professional Motivation: They want to bring the "unheard voices" of the past to life and see how digital tools can make history more accessible to the public.

Specific Needs:

Asynchronous Flexibility: Many students work full-time; they need "bite-sized" digital modules they can complete during breaks.

Digital Accessibility: All uploaded videos must have closed captions (CC), and PDFs must be OCR-scanned so screen readers can process them for students with visual impairments.

Low-Bandwidth Options: Providing "Downloadable Offline" versions of heavy video lectures for students with unstable home internet

5 steps exercise

Step 3: Analyze Digitalisation Trends Consult resources like EDUCAUSE to align with current standards

Relevant Trends (Aligned with EDUCAUSE 2026)

- **The Human Edge of AI:** Moving beyond simple text generation to "AI Literacy." In 2026, the focus is on students using AI to synthesize massive datasets and create their own study companions rather than just receiving answers.
- **Tool:** NotebookLM, **Transkribus:** AI-powered tool for transcribing historical handwriting.

- **Hybrid and Blended Learning (The Stability Paradox):** Digitalization is now a "permanent operational reality." Hybrid design must be seamless, meaning a student in the lecture hall and a student at home must have the exact same level of interactivity.
- **Tool: S**ynthesia (AI Video Avatars), **Zotero:** For collaborative, digital bibliographies and source management.
- **Learning Analytics & Predictive Support:** Using real-time data to catch "silent failures"—students who are logging in but not engaging—and providing automated, personalized nudges.

- **Micro-credentials & Lifelong Learning:** Breaking down 15-week courses into "stackable" digital badges that students can share on LinkedIn or professional portfolios immediately.
- **Tool:** Credly (verified digital badges)

5 steps exercise

Step 4: Develop Course Content Based on the needs analysis and checking trends in the digitalization of education

Module 1: From Physical Archives to Digital Repositories
This module establishes the transition from traditional research to digital scholarship by teaching students how to navigate, critique, and contribute to digitized primary source collections through a social history lens.

Module 2: AI-Assisted Research and Data Visualization
Students will utilize AI-driven transcription tools and geospatial mapping software to synthesize complex qualitative data and visualize the social movements or demographics of historical populations.

Module 3: Digital Public History and Engagement
This topic focuses on designing interactive public history projects that leverage digital storytelling and learning analytics to engage diverse audiences and iteratively improve historical accessibility.

5 steps exercise

Step 4: Develop Course Content Based on the needs analysis and checking trends in the digitalization of education

Digital Activity: "The AI Transcription Challenge." Students use an AI tool (like Transkribus) to transcribe a 19th-century diary, then manually "fact-check" the AI to learn about the limitations and biases of machine learning in historical contexts.

Engagement Strategy (Social Presence): Create a "Digital Museum Gallery" where students post their StoryMaps. Instead of a standard grade, they receive "Peer Reviews" from their classmates acting as "Museum Curators," fostering a professional atmosphere.

Engagement Strategy (Professional Value): Explicitly link each module to Transferable Skills. For example, explain that the data-sorting skills learned in Module 2 are identical to those used by modern "User Research" analysts in the tech industry.

5 steps exercise

Step 5: Review and Refine Continuous improvement is key

Feedback Mechanism: Short poll at the end of each module

Update Cycle: Immediate (The "Hotfix"): Broken links to digital archives or software bugs are addressed weekly to prevent student frustration.

Iterative (Post-Semester): Review student feedback and analytics twice a year (after every semester) to prune outdated readings or refine the difficulty level of digital activities.

Strategic (Annual Trend Review): Every summer, consult the latest EDUCAUSE Horizon Report and digital humanities journals to see if new AI tools or data standards should be integrated into the core modules for the following year.

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Practical Exercise – Developing Digital Skills of Learners Supporting Daily and Professional Life

1. **OBJECTIVE Goal: Prepare course content that supports the development of students' digital skills.**

Skills: Digital Forensics, Daily Life (The "Informed Citizen") **Digital Provenance**. They look for "glitches" in the digital record that suggest manipulation.

LO: Apply AI-driven transcription and OCR tools (like Transkribus) to historical manuscripts and critically **audit** the output for errors, biases, and "digital silences" inherent in automated processes.

Design a digital public history project that adheres to **Universal Design for Learning (UDL)** standards

Practical Exercise – Developing Digital Skills of Learners Supporting Daily and Professional Life

2. CURRENT STATE OF ART Evaluate the tools and methods currently used in your field or current course version.

Tools: Standard Learning Management Systems (LMS) like Canvas or Moodle, JSTOR/ProQuest databases, and physical archival visits, Youtube

Methodology: Linear lectures followed by long-form analytical essays**.**

Critique: While rigorous, this "State of the Art" from five years ago often leaves students with "Digital Fatigue." It treats the internet as a filing cabinet rather than a laboratory**.**

Benchmarking: PROFFORMANCE Comparison - *Talking Places" | Safeguarding Intangible Cultural Heritage*
Inspiration: **Critical Thinking** Students don't just "report" on history; they must decide *which* stories are at risk of being lost and *why* they deserve digital preservation, forcing them to confront the biases of the historical record.
Reflective Use of AI/Digital Tools: The project emphasizes that the technology is a "trigger" for dialogue. Students must reflect on whether the digital tool changes the "truth" of the oral history they are capturing.

Practical Exercise – Developing Digital Skills of Learners Supporting Daily and Professional Life

3. ACTIVITY PLAN Design a module activity aimed at improving digital skills relevant for practical use of your students.

Activity Title: Critical Digital Research and AI-Aware Source Evaluation Task

Digital Tools Required: Zotero, NotebookLM

Instructions for Students:

1. **Topic Selection:** Choose a specific social history event (e.g., "The 1888 Matchgirls' Strike" or "The impact of the 1918 flu on your local city").
2. **Digital Discovery:** Locate three sources: one academic (journal/university), one archival (museum/digital library), and one from social media or a blog.
3. **The "Audit" (Source Criticism):** Use the **SIFT** methodology (Stop, Investigate, Find, Trace) to evaluate each source for bias, provenance, and historical accuracy.
4. **The AI Challenge:** Ask an AI tool to "Summarize the social impact of [your topic]."
5. **Comparative Analysis:** Identify three specific points where the AI either simplified, hallucinated, or missed the "human voice" compared to your primary archival sources.

Practical Exercise – Developing Digital Skills of Learners Supporting Daily and Professional Life

4. DELIVERABLE

Format: A "Comparative Digital Evaluation Dossier" This deliverable consists of two integrated components:

1. **An Interactive Source Map (Visual):** Created in **Miro**, visually mapping the three human-authored sources against the AI-generated output. It must include "Hotspots" (annotations) explaining the provenance of each digital record.

2. **The "AI Audit" Reflection (Written/Media):** A short (500–750 word) reflective analysis or a 3-minute video essay. It must specifically address the "Friction Points" found between the archival truth and the AI's simplified narrative.

Practical Exercise – Developing Digital Skills of Learners Supporting Daily and Professional Life

4. DELIVERABLE Assessment:

Criteria Area	"What to look for" (The Success Markers)
Search Sophistication	Did the student use **Advanced Search Operators** (e.g., site:.gov, "exact phrase") or database-specific filters to move beyond the first page of Google?
Metadata Awareness	In their digital map, did they correctly identify the **Digital Provenance** (e.g., hosting institution, file format integrity, last update date) of their sources?
Critical AI Auditing	Can the student identify at least two specific **"AI Hallucinations"** or "Logical Gaps" in the generated text by comparing it to their verified archival sources?
Tool Mastery (	Does the digital presentation use **Non-Linear Design**? (e.g., using links, nested notes, or visual hierarchies to show how ideas connect, rather than just a flat list).
Digital Ethics & Integrity	Are all digital assets (images, maps, texts) cited using **Permanent Identifiers** (like DOIs or Permalinks), and is there a clear distinction between human-authored and AI-generated content?

Reflections – take aways

My key takeaway is that digitalization is not about using more tools, but about using the right tools with pedagogical intentionality.

My course design now reflects the shift from content creator to digital curator in three ways: Selective, meaningful integration; Scaffolding student digital agency; and ethical and critical curation.

As a result of this programme, I plan to implement several changes to my courses. Firstly, I plan to incorporate some of the digital resources mentioned during the programme into the current courses. Additionally, I will seek to incorporate digital resources into future research activities, as well as plan the whole course in the way that was presented in the lessons.

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