Design and Creation of an Educational Scenario for the Junior High School History Course Using Contemporary Technologies

Eleni Seralidou, Fotini Mavriki, and Christos Douligeris

Abstract — In secondary education, the diffusion and assimilation of knowledge should be achieved through a student-centered approach and facilitated, enriched and strengthened by the use of technological means and game-based approaches. In particular, the cultivation of historical thinking and the formation of historical consciousness by focusing on the essential parts of history and by promoting a critical approach to events can be considerably enhanced by the use of modern technologies. In this paper, we present the design and creation of an educational scenario that incorporates various contemporary teaching-learning activities and exploits modern technologies and approaches. The scenario focuses on the history course of the 2nd grade of junior high school, which includes Byzantine and Medieval History. The students expand their knowledge by covering various diverse aspects of this important period. Through the evaluation of the process by experts we received encouraging and positive feedback along with valuable comments for improvement.

Key words — Educational Scenario, History, Informatics, Secondary Education, Games.

I. INTRODUCTION

As the world keeps on evolving and various methodologies and innovations are introduced, the quality of teaching and learning keeps on increasing [1]. Teaching is more than just delivering plain content to the students [2]. If the students feel bored during the teaching and learning process it is inevitable that their participation in classroom activities will be less enthusiastic, which may eventually lead to reduced performance [3]. Most of the philological courses at any school level include the tasks of reading and comprehending the presented information as important steps of the educational process. The task of reading can be considered as a thinking process because most of the time it involves the act of thinking. Reading is an interactive process in which the reader constantly attempts to understand, as closely as possible, the thinking of the writer, thus, to infer, to predict, and to draw conclusions [1].

Through the teaching and learning processes it is important for the students to act like builders of their own learning, acquiring not only concepts, but above all skills and civic values [4]. This process can be cultivated in schools by enhancing critical thinking skills. For this purpose, in high school history classes, the concept of historiographical thinking is applied when students are asked to use various sources and reflect on them [5] in order to understand and deepen their knowledge in a specific history subject. To be more specific historical thinking can be defined as a set of skills that can be exploited in order to analyze primary source documents for creating a meaningful idea of the past [6]. Also, historical consciousness is considered as the understanding of the temporality of historical experience or how past, present, and future are thought to be connected [7].

Keeping the above in mind, it is understandable why the subject of history occupies an essential place in the curricula of all education systems around the globe [8]. In Greece, the course of history is taught in all the classes of the elementary and secondary education. According to the curriculum of the history course, the main axis and starting point of the teaching process must be the sources. For this reason, it is suggested to systematically introduce the students to the methodology of approaching various historical sources (images, photographs, objects, monuments, quotations, primary and secondary sources) following a teaching methodology based on the concept of active learning.

The educational value of history has not only been recognized within humanities and social studies education but also in the context of STEM (Science, Technology, Engineering and Mathematics) education [9]. Nevertheless, learning one’s local or national history does not seem to have a positive impact on the cognitive and affective aspects of students because the learning media that are often used do not support and promote learning that is interesting and fun, but a tedious, repetitive, and conventional of learning [10].

Although the integration of various subjects in the history course’s curriculum has been advocated in recent years, there exist limited opportunities for teachers of different subjects to implement integrated history curricula in schools collaboratively [9]. In such an approach, teachers from different specialties will be able to support the teaching of the history course by collaborating with the history teacher in a variety of ways and through exploiting adequate technology, which can offer diverse contemporary approaches to learning.

Information and Communication Technologies (ICT) can provide effective solutions to the above mentioned problems [11], [1]. It has been sufficiently documented that the integration of ICT learning media in education helps students to better understand the taught material [10] and in combination with problem-based learning models ICT can be used to create an interactive learning environment and eventually improve learning in history courses [3], [12], [13].

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In particular, ICT – based gaming can serve learning in many ways. The theoretical bases for game-based learning (GBL) are common to the concepts of both play and learning [5]. The playful context of a game offers an opportunity to decontextualize learning with respect to school activity, motivates active personal learning processes, and produces connections with playful-symbolic skills [14].

To promote the cultivation of historical thinking and the formation of historical consciousness, we study in this paper the design and creation of an educational scenario for the history course of the 2nd grade of the junior high school. Through this process, students will be able to understand the reasons and factors that influenced contemporary situations in Byzantine and Medieval History, and not simply interpret events as they please.

The rest of the paper is organized as follows: section II includes the necessary theoretical background of the learning theories, the pedagogical approaches, and the involved technologies. Section III presents the educational scenario and a detailed description of the selected activities, while section IV explains the reasons that these activities were selected. Section V presents the evaluation of the educational scenario and section VI closes the paper with the conclusions and the future steps of this work.

II. THEORETICAL BACKGROUND

A. Learning Theories

Information and Communication Technologies (ICT) help teachers and students to be flexible and efficient during the educational process [15], because they give them the possibility to utilize modern technologies as well as innovative learning techniques that favor the group and by extension the person.

ICT can be advantageous and supportive in collaborative learning as they offer many advantages that refer to social and cognitive development and have their bases in already existing learning theories [16], [17]. For example, it has been proven that Computer Supported Collaborative Learning (CSCL) supports the development of higher order thinking skills and cognitive activities, such as critical thinking and problem solving, which can lead to better student engagement in the learning process [18].

In this work, the learning theories, used to frame and support the proposed scenario, are the following:

- Collaborative learning: can be defined as a joint interaction in a group, in all the activities required to carry out a common task [19].
- Constructivism: argues that a child's intellectual development learning is achieved by building cognitive structures to understand and to respond to physical experiences within their environment. That is, students build the new knowledge on their pre-existing experiences [20].
- Social Constructivism: addresses learning as a result of the active participation in a "community" [21].
- Activity theory: its key point is the concept of activity consisting of a subject and an object mediated by a tool [22].

- Discovery learning: supports learning through discovery and inquiry, where the student actively participates, suggesting the spiral form of curriculum [23].
- Navigation: is a learning paradigm in which students find, identify, manipulate, and evaluate information and knowledge [24].
- Digital Game based Learning: the use of digital games as a teaching and learning tool is suggested and has been shown to be a powerful way to engage students and make lessons more interesting [25].

B. Pedagogical Approaches

The presented in this paper educational scenario is part of the "History" course, according to the curriculum of the 2nd Grade of Junior High School. More specifically, it is intended for students who have been taught history in the previous grades and have a foundation in reading, understanding, and managing historical texts.

The way of carrying out the suggested activities of the educational scenario is firstly based on the theory of constructivism [26] as the students take an active role in building their knowledge by addressing the activities. The teacher intervenes only if asked. In addition, following the theory of social constructivism [27], the interaction of students with each other and with the teacher is promoted in order to gain experiences by exchanging ideas. Moreover, through discovery learning, navigation, and the technique of WebQuest, which is an activity where students try to solve a problem through searching on the web, the students acquire knowledge by using experiences and capabilities through the activities they are asked to participate [28]. Overall, using the above approach, there is a clear focus on the active role of the student and the voluntary acquisition of experiences through interactions with the learning environment.

Furthermore, the proposed educational scenario is based on the theory of collaborative learning which was devised with the aim of developing team learning and meaningful learning interactions between students [29]. By extension and in conjunction with collaborative learning, the activity theory complements and extends the model of collaboration in groups since its central position is that the learning activity always occurs within some social, cultural, and historical context [30]. The students are divided into groups, they exchange experiences and, thus, they cultivate the skills of communication and collaboration in the context of the subject being examined. Collaborative activities are the ones that lead to knowledge and are the result of interaction between individuals and the exchange of views between those who participate in them. During this type of teaching, the taught topic becomes the subject of processing between the groups.

The students are divided into groups and their active participation, the free expression of their ideas and the spontaneous exchange of opinions are encouraged. At the same time, the advantages of integrating digital games into the educational process are exploited. As mentioned previously, the games are considered to be excellent teaching and learning tools and offer an attractive and interesting way to participate and learn.
C. Description of Selected Involved Technologies

In the context of this educational scenario, firstly the Kahoot! [31] environment was used. Kahoot! is a free, flexible, and simple game-based response system that works on any device and supports multiple access methods. Kahoot! is attractive because it promotes social learning in various ways; in Kahoot! a user has the ability to play and create games, as a homework or in an independent way.

Many researchers have used Kahoot! in the educational process. For example, Plump and LaRosa [32] integrated quiz games based on Kahoot! in their course involving 139 students from two different courses. They concluded that games like Kahoot! are an excellent choice for teaching university students, given the ubiquitous access to mobile devices, the availability of Wi-Fi, and the students' affinity for computer games. Furthermore, Seralidou, Douligeris and Gkotsiopoulos [33] integrated Kahoot! into the teaching context of a laboratory course with the participation of 39 students who found it a useful, fun, and original learning tool.

Additionally, the Wordwall [34] environment has been exploited in the scenario. Wordwall is a free system that supports the creation of a multitude of games in a simple way and works on any device. It is attractive because it promotes game-based learning as well as social learning. A user has the ability to play and create many different kinds of games.

Çil [35] used Wordwall with two groups of 5th grade students in a state school in Turkey. It was shown that the use of Wordwall was effective in enhancing the students' vocabulary knowledge and, therefore, it can be an exemplary tool for enhancing learning in the educational process. Fakhruddin, Firdaus and Mauludiyah [36] used Wordwall as a learning tool based on educational games. They aimed to determine the effectiveness of Wordwall in improving the learning of Arabic vocabulary. Based on the results of their research, it was concluded that Wordwall was quite effective not only in enhancing Arabic vocabulary knowledge but also in increasing the students' fun, interest, enthusiasm, and motivation in learning.

III. THE EDUCATIONAL SCENARIO

A. Description of the Students' Profile

The present educational scenario is addressed to 2nd grade Junior High School students, between the ages of 14 to 15, who speak Greek and English at a basic level. It is recommended for students that have been taught the lesson of history in the previous years of Junior High and Primary schools following the suggested teaching approaches and the curriculum of the Greek Ministry of Education and Religion and the Institute of Educational Policy of Greece.

B. Teaching Plan

The present teaching plan, that it is included in the educational scenario, covers eight didactic hours. Given that according to the course’s curriculum, the history course of the second grade of the junior high school is taught for two didactic hours each week, the present teaching plan covers the teaching of history for a one-month period. The title of the teaching plan is "The first centuries of Byzantium".

The purpose of the specific teaching plan is to introduce students to concepts and events of the Byzantine era by utilizing various teaching techniques and learning theories, as well as modern interactive and technological tools. The general objective is to direct the students to reflect critically on issues related to the evolution of the Roman state, economic and social problems, and cultural developments, on orthodoxy in relation to ancient religions and on external problems and the reorganization of the state.

A variety of expected learning outcomes can be identified. The students are going to:

- be able to express questions and opinions that concern them regarding the Byzantine era,
- distinguish difficulties and dilemmas regarding the evolution of the Roman state and the establishment of the Byzantine state,
- describe the difficulties that face taking into account the time, period and the historical perspective,
- evaluate the attitudes of those involved in the developments of the era,
- connect events and situations with today's reality,
- examine the issue globally and multiparametrically,
- search, identify, utilize, and evaluate a variety of historical sources,
- identify possible multiple interpretations of reported events,
- manufacture relevant material using modern technology,
- locate relevant information taking into account non-historical approaches,
- understand the factors that influenced historical development, and last but not least,
- develop their oral and written language skills.

Table I shows the scheduling of the tasks per teaching hour, the activities proposed, and the supervisory tools used in each case.

The evaluation of the students will be based on their performance in the classroom and on the degree of achievement of the objectives set by this teaching scenario. The teacher can not only check the deliverables per activity with the method of observation, but the teacher can also evaluate the process based on the active participation of the students in the individual and group activities proposed.

C. Activities Description

1st Didactic hour: during the 1st lesson, the teacher presents the topic under consideration and then the educational objectives and key concepts of the present educational scenario. The focus is on the Chapter 1.1.1 The evolution of the Roman state – 1. From Rome to the new Rome, of the school textbook where the teacher exploits the brainstorming and the lecture techniques, in combination with the available technology, and presents milestones for the evolution of the Byzantine Empire. The teacher provides access links to an image puzzle creation software [37] with the aim to encourage students by using their mobile devices to locate, construct and, by extension, familiarize themselves with images of Byzantine monuments (Fig. 1). In the end, a brief discussion is held about the concepts learned by the students, relevant findings are recapitulated, and questions are resolved by adding any omissions.
2nd Didactic Hour: during the 2nd lesson, the teacher again at first presents the topic and after that uses the snowball technique to involve the students in the exchange of opinions about the key concepts included in the subchapter 1.1.2, developments until the beginning of the 6th c., of the school textbook, with each student keeping a record of his/her opinion. The next step includes student collaboration using mobile devices through the use of Kahoot! to respond to multiple choice question quizzes about a. economic and social problems (Fig. 2), b. the German problem and c. cultural developments. In the end, a brief discussion is held recapitulating on the concepts the students were expected to learn.

3rd Didactic hour: during the 3rd lesson, the teacher initially introduces the topic. Then an activity of reading scripts and historical sources follows. The students are then asked to actively participate using the available technical equipment (mobile devices, PCs, or the Internet). Divided into groups of three pupils, they work together to complete the activity of observation, study, understanding and correct use of scripts and historical sources which are given to the students. After that, each group of students presents its findings, and in the brief discussion that follows they perform a short comparison of their selected approach to sources per group.

4th Didactic hour: during the 4th lesson, the teacher introduces the topic and the key concepts of this unit. The question-and-answer technique regarding the historical

<table>
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<th>Stages</th>
<th>Activities</th>
<th>Means</th>
<th>Time</th>
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<tr>
<td>1st Didactic Hour</td>
<td>Presentation of educational objectives</td>
<td>Projector</td>
<td>7'</td>
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<tr>
<td>1st Didactic Hour</td>
<td>Brain Storming - Lecture - Picture puzzle making activities</td>
<td>Projector – Mobile Devices - Internet</td>
<td>30'</td>
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<tr>
<td>1st Didactic Hour</td>
<td>Discussion – Recap</td>
<td>Projector</td>
<td>8'</td>
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<td>2nd Didactic Hour</td>
<td>Snowball technique – Kahoot! quiz</td>
<td>Projector – Mobile Devices - Internet</td>
<td>35'</td>
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<td>2nd Didactic Hour</td>
<td>Discussion – Recap</td>
<td>Projector</td>
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<td>3rd Didactic Hour</td>
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<td>Projector</td>
<td>2'</td>
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<td>3rd Didactic Hour</td>
<td>Activity of reading scripts and historical sources</td>
<td>Projector – Mobile Devices - Internet</td>
<td>40'</td>
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<td>Discussion – Recap</td>
<td>Projector</td>
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<td>4th Didactic Hour</td>
<td>Questions and answers – Wordwall game activities</td>
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<td>2'</td>
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<tr>
<td>5th Didactic Hour</td>
<td>Lecture – Interactive applications</td>
<td>Projector – PCs - Internet</td>
<td>35'</td>
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<td>5th Didactic Hour</td>
<td>Discussion – Recap</td>
<td>Projector</td>
<td>8'</td>
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<td>Projector</td>
<td>2'</td>
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<td>6th Didactic Hour</td>
<td>Interactive Applications</td>
<td>Projector – PCs - Internet</td>
<td>35'</td>
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<tr>
<td>6th Didactic Hour</td>
<td>Discussion – Recap</td>
<td>Projector</td>
<td>8'</td>
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<td>7th Didactic Hour</td>
<td>Presentation of the unit’s learning objectives</td>
<td>Projector</td>
<td>2'</td>
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<tr>
<td>7th Didactic Hour</td>
<td>Web quest activity – Setting groups – Search information</td>
<td>Projector – Tablets – PCs- Internet</td>
<td>40'</td>
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<tr>
<td>7th Didactic Hour</td>
<td>Discussion – Recap</td>
<td>Projector</td>
<td>3'</td>
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<td>Projector</td>
<td>2'</td>
</tr>
<tr>
<td>8th Didactic Hour</td>
<td>Web quest activity - Discussion</td>
<td>Projector – PCs - Internet</td>
<td>40'</td>
</tr>
<tr>
<td>8th Didactic Hour</td>
<td>Recap</td>
<td>Projector</td>
<td>3'</td>
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<tr>
<td>Total Estimated Time of the 8th teaching hour: 45'</td>
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Table 1: The Scheduling of Educational Tasks

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Fig. 1. Hagia Sophia Jigsaw puzzle.

Fig. 2. Sample of Kahoot! multiple choice quiz question (in Greek).
topics covered in the subchapter 1.1.3, the struggle of Orthodoxy with sects and ancient religion, of the school textbook, is used and then a concept matching game (Fig. 3) and an image quiz game in the Wordwall tool are distributed to the students in order to complete them using their mobile devices. In the end, a brief discussion with a recapitulation of the concepts learned by the students and of the relevant findings is performed, resolving any misconceptions that may have been identified.

5th Didactic hour: during the 5th lesson, the focus is on the subchapter 1.2.1, Justinian and his work – The Politics of Justinian, of the school textbook and with the help of a video projector the teacher presents to the students points from the life and work of Justinian through an interactive story line (Fig. 4) which is available in the interactive school textbook [38]. Then the students divided into groups are called to answer multiple-choice questions concerning the thematic chronology of Justinian and present their answers to the class. In the end, a brief discussion is held once more in order to reflect on the acquired knowledge.

6th Didactic hour: during the 6th lesson, the teacher introduces the topic and shares with the students’ sources for the subchapter 1.2.1, Justinian and his work – Buildings and Hagia Sophia, which includes Justinian's building program, and urges them to identify and study the sectors of economic activity by dividing them into small work groups. Then, the teacher proposes the use of the interactive map (Fig. 5) from the interactive school textbook [38] and the students study the building program of Justinian. Each group should thoroughly answer the question "which of the buildings you identified impressed or still impresses the visitor today? Justify your answer.". The groups present their opinions to the class by using the available technology and a brief recapitulation discussion is held.

7th Didactic hour: during the 7th lesson, the teacher starts by introducing the lesson’s description and an WebQuest activity of a short duration takes place. The teacher defines the groups of students and assigns roles to them as members of the research group. Then, each group chooses its topic, which is related to the investigation of some of the aspects of the Byzantine Empire. The groups start searching for information via the internet and in the end, a brief recap of the topic and of the student findings is made.

8th Didactic hour: during the 8th lesson, the teacher presents the lesson’s description and the key concepts of this unit. In this lesson, the students proceed with the WebQuest activity and move on to organizing the information they collected. Through a presentation application software, the students organize the selected information in a format that can be presented to the class in a short time and a discussion follows which simultaneously leads to the evaluation of the produced result. The lesson closes with a short recap of the topics covered.

IV. JUSTIFICATION OF THE CHOICES MADE

During the first lesson, the brainstorming and lecture techniques are selected. It is suggested that the teacher covers the material of chapter 1.1.1 The evolution of the Roman state – 1. From Rome to the new Rome. Through the brainstorming technique, a free and spontaneous expression of ideas is carried out by the students – this approach is mainly recommended for application at the initial stage of approaching a cognitive subject. Through the recording of the students' opinions and the evaluation and grouping of their ideas by the teacher, the concepts to be taught are introduced with the active participation of the students. The gamified activities proposed in this teaching hour concern the construction of picture puzzles with themes related to Byzantium. According to the course’s curriculum "it is proposed to systematically introduce students to the methodology of approaching various historical sources (image, photograph, object, monument, quote, primary and secondary sources)". Thus, a picture puzzle building game reveals snapshots of Byzantium to the students and
introduces them to the approach of the specific topic gradually and in a fun way, since each picture is given with some brief related information.

During the second lesson, the snowball technique is chosen and suggested in order for the teacher to approach the teaching material of chapter 1.1.2 Developments until the beginning of the 6th century. With this technique, the active participation of students is encouraged through recording opinions, commenting, discussing, and presenting relevant conclusions on the topic at hand. The proposed activity includes a digital game with the use and exploitation of mobile devices, through the Kahoot! platform. More specifically, three multiple questions quizzes covering the curriculum of the aforementioned chapter were constructed with the aim of familiarizing students with historical concepts and historical events through game activities that raise enthusiasm, active participation, and enhance learning at the same time.

During the third teaching hour, the collaborative activity of reading scripts and historical sources is adopted. This specific activity is considered absolutely necessary for the students in order to familiarize themselves with the approach and with the utilization of different kinds of sources, as defined in the teaching instructions for the Junior High School history course. This specific activity provides a methodological approach to sources through answering questions and writing comments and it is also suggested in the interactive online textbook of Greek high school history [38]. Teaching through sources is the most modern way of approaching historical subjects, where the student-centered character and the critical and active participation of the student in the educational process are strengthened. Its collaborative design brings all the benefits of working in groups to the learning process according to the collaborative learning theory.

During the fourth lesson, the question-and-answer technique was chosen and suggested in order for the teacher to cover the teaching material of chapter 1.1.3. The struggle of Orthodoxy with sects and ancient religion. The teacher asks the students questions according to the teaching objectives set for the specific chapter in order to stimulate the interest and the attention of the students. This specific technique helps to explore the needs as well as the prior knowledge of the students on the topic under analysis, to consolidate it and to deepen it further. The proposed activities include two digital games designed using Wordwall and, specifically, they include a concept matching game and an image quiz game, where students answer questions, and a specific image of Byzantium is revealed to them gradually. These activities involve students in a pleasant and fun way in the process of learning through play, using mobile devices. In particular, by playing the concept matching game, students further familiarize themselves with historical concepts related to the chapter under analysis and through the picture quiz game, they answer questions by repeating parts of the curriculum and by receiving visual material for further investigation at the end of the activity.

During the fifth lesson, the lecture technique was chosen and suggested through the use of an interactive story line in order to approach the teaching material of chapter 1.2.1. Justinian and his work – A Politics of Justinian. Through the lecture technique, the necessary information is presented in a short period of time. This involves minimal participation from the students. For this reason, an activity with multiple-choice questions concerning the thematic chronology of Justinian is also suggested, as it is implemented through the interactive online book of Junior High School history. Through this activity the students are actively involved with the historical events related to the specific period by delving into information about the specific emperor.

During the sixth teaching hour, one more interactive activity of the enriched junior high school history online book related to chapter 1.2.1 Justinian and his work – D. Buildings and Hagia Sophia was selected and proposed. According to the teaching instructions of the course [39], "the multi-level presentation and processing of the teaching unit by the teacher with the assistance of sufficient and multimodal teaching material is required", that is, the proposed interactive map study activity that includes Justinian's building program is considered absolutely appropriate. Specifically, following the collaborative learning theory, the students are divided into groups in order to study the sectors of economic activity using the interactive map. The deepening and strengthening of their knowledge and the understanding of the context of being a part of a group is a positive side effect of this approach. In addition, by responding to the questions posed to them, the students enhance their skills in presenting information and opinions to an audience and in making sound arguments.

During the seventh and eighth teaching hours, the technique of short-term interdisciplinary web quest was chosen and suggested. The students are asked to work as members of a research team taking on specific roles in order to investigate some aspects of the Byzantine Empire. This particular technique is a learning activity that aims to actively involve students in the learning process through research on a specific topic. The students are motivated to explore questions, communicate their experiences to the class and participate in groups, with all the benefits that the above actions bring. In addition, through the discussion between the groups arises the evaluation of the produced results, which is an important addition for creating a global and thorough view of the recovered information for the students.

V. Evaluation

The evaluation process took place in May 2022 with the participation of five experts. The purpose of this evaluation was to gather the opinions of specialists in the field of education and to solicit suggestions that will improve the suggested educational material. The entire material was available to the experts for one month. In the end, they gave their opinion about the entire set of activities of the educational scenario through a discussion session. This qualitative research method helped in gathering the opinions of professionals that can considerably help in improving the educational material before its implementation in the teaching process.
A. Teachers’ Opinions

The participants were five junior high school teachers. Two of them were teachers of Greek Philology, one of them was a teacher of French Philology and the other two were Informatics teachers. The first three taught during the 2021-2022 school year the course of Greek history in two different junior high schools in the area of Piraeus, Greece. All the teachers had more than 20 years of teaching experience in their specialty.

The teachers performed all the tasks that were included in the suggested worksheets for each chapter covered in the educational scenario. In order to get further insights, we also asked the participating teachers to share their opinions through a discussion session.

First, we outlined some of the activities of the educational scenario in order to warm up the conversation and, then, we posed the following questions:

- What is your opinion about the content of the educational scenario activities?
- In your opinion, are the included activities appropriate for 2nd grade junior high school students?
- In your opinion, does learning history through contemporary technological means help in keeping the students’ interest at high levels?
- In your opinion, does learning through using games help in better understanding various concepts of history?
- In your opinion, does learning through using a combination of learning theories and techniques help in better understanding various concepts of history?

Some of the answers received are presented in Table II.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
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| 1st Question | - I think that the activities are well-structured.  
- The activities follow one another with increasing the difficulty in a good pace.  
- There is a wide variety of activities that exploit many different tools and resources.  
- Yes. |
| 2nd Question | - I think they are appropriate since they follow the Greek Ministry’s teaching guidelines.  
- The variety of activities helps a lot in keeping the interest high.  
- Yes it does because learning becomes more fun.  
- When game activities are involved the class dynamics levels up resulting in more active participation.  
- It is essential to combine many different teaching techniques in an educational scenario to improve the students’ understanding of the topic. |
| 3rd Question | |
| 4th Question | |
| 5th Question | - It is absolutely necessary to enrich the teaching of theoretical courses with different teaching approaches and contemporary technological means in order to help in better understanding. |

As a general result of the discussion session one can say that the teachers think that it is essential that the learning of history must be accomplished through the use of contemporary available software that promotes gaming activities in combination with different teaching approaches and techniques.

In addition, we asked the teachers to give us their opinion for the suggested material’s improvement. Some of the suggestions included the addition of suggested homework activities and the reconsideration of the planned time for some of the activities.

VI. CONCLUSION AND FUTURE STEPS

The use of a variety of educational material and the integration of new technologies in teaching constitute an integral part of the educational process. They lead to the strengthening of the utilization of information sources depending on the age of the students, culminating in the critical assimilation of the material by the students.

In the case of the present suggested educational scenario, the expected learning outcomes of each teaching unit are accompanied by suitable indicative activities that involve the use of digital games in combination with the use of mobile devices and additional learning techniques such as WebQuest, interactive applications, etc.

Furthermore, the teacher is not limited to a simple presentation of historical topics, but through various techniques such as brainstorming, discussion, questions and answers, the students are actively involved in the learning process, thus becoming active participants from passive receivers of information.

Moreover, the framing of the suggested activities by appropriate learning theories and frameworks strengthens the learning process and its student-centered character by exploiting the benefits of a diverse approach in the teaching of Junior High School history.

In the future, taking into account the teachers’ comments and suggestions, we intend to adjust the planned time for some of the included activities. Also, we plan to expand the educational scenario in order to cover more of the history course’s content and more didactic hours. This inevitably will include more contemporary software and technologies to support the course. Lastly, the collaboration with teachers of other specialties is in our plans, in order to approach historical events through their combination with the evolution of different topics, which will provide a different perspective of history.

Through these actions we intend to suggest the included in this work educational scenario as a guideline and additional help for the teacher, since it is in full correspondence with the current curriculum of the Institute of Educational Policy and the Ministry of Education, includes modern teaching approaches and clearly focuses on the needs of the student.

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CONFLICT OF INTEREST
The authors declare that they do not have any conflict of interest.

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