

Hello everyone

welcome to the second session of this

webinar entitled digital humanities

new approach to research

and teaching of the medieval

Mediterranean I would like to

to say thanks again to the society of

the medieval Mediterranean

for sponsoring this webinar. in this

session

focus on digital teaching we have the

privilege to count with the presence

of panelists who are expert, who are

specialized in this field

okay just like previous session I will

introduce them in order of

appearance so and then we have

then we will speak and then we have time

for enough time for question okay For

attendees to make questions to the

speakers so

our first panelist is Jamie Wood

okay okay

Jamie that we have now in a video okay is associate professor of history at

the university of Lincoln

he's especially interested in digital

pedagogies

and to create and share the results of

the independent work

with others both within and beyond

the academy okay so thank you for stay

here Jamie and
the next speaker will be Charles west
I tried to put down yep just hi
Charles. Charles is
reader in medieval history at the
university of Sheffield
his focus on the advantages of Wikipedia
for teaching at the higher education
specifically, in medieval history so
thank you for staying here Charles.

Our next speaker is

okay

okay try to okay

Lynn Ramey is professor of

French

at Vanderbilt university and faculty

director

of the digital humanities centre she's

working to create a video game

engine that will allow a video game

engine sorry that will allow users to

play as medieval travellers so quite

interesting

Our next finalist thank you Lynn for for

staying here as well

our next panellist is Dr Robert Houghton

I will try to put them into the screen

you are not we don't have you in this

okay Robert I don't know because Jamie is fixed in

the screen i think

i tried to fix it

now I don't know if you could see Jamie, i
don't know if you see Robert in the
screen

would you say me . Yeah I can see Robert
yeah

okay okay

as i say Robert Houghton is interested in
video games too

he's a new lecturer in early medieval
history at the university of Winchester
his work considers the representation of
of the middle ages

in modern games and the ways in which
these games can be used for teaching and
research

okay and finally

we have

here Ainoa

his lecturer in manuscript studies and
history of the church

at the university of Salamanca in Spain

see are in charge of the website

literavisigotica.com

about Iberian peninsula manuscript
studies focus focuses

sorry on Visigothic script so thank you

all of you for

staying here today and

now we will start

I am going to make sorry i'm

going to make a quick introduction uh

to how this webinar works i remind you
that each
speaker will take about 15 minutes and
then we will we'll go
on to the q and a questions okay for
about 10
15 minutes so i would like to encourage
attendees all of you attendees that you
are
here we know to write their comments or
questions in the q a portal that you
have at the bottom of the screen okay
so are you ready let's start okay
so we will begin with
our first first panelist that is Jamie i
am going to try to
okay thank you for disconnect the video
okay thank you Lynn okay so
Jamie will give leave a paper about
making digital history
so i hand over to you Jamie thank you.
okay thank you um hopefully everyone can
see me
and yep I'm going to try and
share my screen in right now
you see my screen yeah yeah
excellent I will start the slideshow
um
okay um as Nerea said I'm um
associate professor in history at the
university of Lincoln in a medieval

historian and I work particularly on the late antiquing early medieval period in the Iberian peninsula but for the past few years I've been involved in various digital history digital history teaching projects at the university of Lincoln and collaborating with people elsewhere so I'm going to sort of talk to you a little bit about some of those and then the main part of the talk will be about one of one particular project I've been doing over the last couple of years um there's no pretence here to being systematic this doesn't this diagram doesn't represent any kind of theory of teaching and learning it simply represents my um what I've worked on really um and I was trying to for an introduction I wanted to kind of try and summarize some of the kind of try and tie that together and really what what my approach to digital history teaching particularly in teaching medieval things um because that's my specialism has been to focus on active engagement active student engagement

not passive engagement um so there are a number of different ways in which I've tried to work with this over the years um to encourage students to learn about navigating the internet for themselves rather than telling them not to do it which was the approach when I first started teaching warning people off Wikipedia hasn't worked engaging students actively and creatively with Wikipedia like Charles is going to talk about has I think has a lot more benefits to it and I am particularly interested in approaches that encourage students right from the start of their degrees and this extends beyond digital approaches getting students to ask their own questions rather than focusing on answering the questions that we want to ask them um I've also been interested in the different ways in which students learn through play and that's whether they learn through play within the classroom through possibly creating kind of games within the classroom

or what they learn through um playing
computer games
so I'm particularly interested to hear
Robert's talk as well
um and really through all this what
I'm very interested in
and unpicking and what i think is
particularly powerful for students is
this idea of making that they
by making things objects digitally
or making meaning for themselves by
doing things
actively this is one of the this is a
really powerful way of activating
student learning and engagement and
interest in our subject
um the the project I'm going to talk
about now is one that's about reading
and really thinking about how we
one of the how we kind of teach students
to read really and
thinking about how we can encourage them
to be more active in their approach to
reading
online in particular uh through actively
commenting and through asking again
asking questions of their own based on
their reading rather than answering
my questions about the reading I already
know what answers I've got to my
questions I don't really need the

students to tell me them
it's if I'm being perfectly frank um
so the the project that I've been doing
for the last couple of years um
is called act is kind of decided to call
its active online reading
and it really stemmed from a problem
that i've faced
ever since i began teaching at
university over 15 years ago now
is how to get students to
engage actively with their reading
I used to be perplexed that students
would come to class and seem not to have
done the reading or not really to have
processed it at all or to have like a
minimal grasp of what they'd read
and I used it when I first started I
used to think it was because they
weren't doing the reading
what i over time have come to understand
is that most
many students not all students but most
students do do the reading or try to do
it
the issue is that there isn't an
that reading isn't activated they're not
encouraged to process that reading or at
least in the way that I was doing it
they weren't encouraged
to process it so over the last couple of

years what
over several years but particularly of
the last couple of years i've been
working on a project that's about
encouraging students to engage actively
with their reading
and to think critically and ask
questions about reading as they're doing
it
and the way I've done this is by using
an online tool called Talis elevate
which is which i'll show you on the next
screen which is a tool that enables
students to
collectively individually and
collectively to annotate
the readings and to share them with one
another to share them with me
but the approach I'm going to talk about
does not rely on using talis elevate it
simply relies on having a shared online
space
in which students can comment collect
can comment on reading and share their
thoughts with one another
um what it's enabled me to do is to gain
an insight into how
students interact with readings and for
the students it enables them to create
generate a shared bank of knowledge that
they can work on together and

come back to when they're doing assignments so overall what I've been trying to do over the last few years is promote more active engagement in reading by the students and that just simply means getting the students to think it's not about doing anything fancy creating online objects or anything like that it's simply getting them to do some very basic level processing while they're engaging um the context in which I've done this although we've been experimenting with it across um my department at Lincoln is in a third year module that's my own research-based module um and I've been doing it for the last two years so the first year we've seen we had one group of students about 20 and last year we had we doubled the numbers so there were about 40 students what I require the students to do every week is relatively simple a key point about it though is that it is assessed so it carries a grade so that really motivates the students to engage

they're required to post two or three
online comments on the weekly readings
that they're doing that's all they have
to do and what you have here is a
a screenshot of talis elevate that shows
you what it looks like when the students
are doing their annotations
they highlight text they add an
annotation they can respond to each
other's comments
but it simply looks like a kind of pdf a
pdf viewer
in a way and as I said it doesn't
require the use of this specific tool
talis elevate it could be any kind of
forum for sharing
readings online students can can
complete this activity
I ask them to do things like point out
points of interest
ask questions that this raises for them
and think about things like how the
materials relate to one another how the
different weeks relate to one another
how it relates to other modules they've
done so
it's just getting them to think about
the reading not asking them specific
questions
I use this then to structure the
seminars and as I said it creates a

shared bank of knowledge for the students which they can come back to later and they seem to really appreciate this we've seen quite high levels of engagement with this activity and so in the first year over the course of the semester we had over 500 comments in the second year we doubled that they were double the number of students and you can see from the two graphs that the class was on a thursday because that's when most of the comments happened the middle graph and the one on the right what you can see is that attainment sort of engagement peaked around about around assessment time but that it was fairly high throughout except right at the very end and I found that most students engaged with this activity some students didn't but many students don't engage with whatever activity you asked them to do some of them really got deeply engaged with it and found it very useful they took a lot of private notes as well so they were using it as a kind of way of taking notes to support their own individual learning

as well as collectively um
how do I encourage this engagement
basically, I frame the whole activity as
being relatively low
engagement they need to do a little bit
and often they don't have to do a great
deal
but there is a benefit from this
engagement so I kind of
make her um make a make a positive out
of an instrument a potentially
instrumental approach to
to their learning a question I've got
asked several times when I've given
versions of this talk before is
does this activity or activities like it
engage different kinds of students
and I think that what I found is that to
some extent
certain students who don't say anything
in class really prefer this
this approach and the feedback that I've
got from students reflects that
so it's quite good for engaging certain
certain groups of students that don't
normally engage but what I've also found
is it continues to engage those students
who are quite vocal
usually students who are vocal in class
will be vocal
in an online space too so they're

willing to still to share their thoughts
so it doesn't
alienate strong students what we would
traditionally consider to be strong
students who contribute a lot in class
but it brings along
other groups of students the final thing
that
i want to emphasize uh is that i could
treat this as entirely as a student
space
I don't intervene when they're
commenting at all
obviously if they posted something
inappropriate I would say something but
they don't
they haven't done that so far and so
it's not about me
going in there and interacting with them
it's not about me going in there and
asking questions it's about the students
engaging with the material themselves
then I can see that and I use that to
structure what we do in class
that's where my intervention comes when
I'm thinking about what we're doing
in class um
here are a few just a couple of comments
from students um
one of the benefits that they pick out
is that it gives requiring this low

level of active engagement means that every student has who's engaged can kind of develop a baseline of knowledge for when they come to class it enables them to learn from each other and kind of clarify understanding if they if they need to if they've not quite understood something and the second quotation at least the first part of the second quotation really gets to this idea of a sort of safe space for some students who feel perhaps feel a little bit more um reticent about speaking out in class um and then the second point is really what one of the key things I want them to learn which is engaging directly with a specific piece of text which is I've often found quite difficult to get students to understand that's the craft of that's one of the key points of the craft of doing the topic is picking out specific pieces of evidence and using that to back up your argument this is quite a good way of doing that because highlighting the text and adding a

comment requires the students to do that
um I think yeah I'm at about 11 minutes
so I'm gonna I've got two slides left
um i i think right okay so the first one
is
what I did was I kind of did a did an
overview of the
um types of comments that I saw
students making on the readings and as
you saw I had a very large number of
comments to kind of look at so this is
kind of impressionistic I haven't
done the stats and I think it reflects
some of the ways in which students
engage with
texts um if they're not
given direction so this is what happened
when I didn't tell the students what to
do
what was that what I started to see was
quite quite a lot of students would make
comments that were of a sort of
commentary nature they would they kind
of
um say what this paraphrase what the
text said
um then some students would take that to
the next level and do some kind of
analysis they try and say well what does
this mean how does this relate to other
things we've looked at they try to kind

of take it to a next level
as I said I was asking I was
specifically asking the students to pose
their own questions
so quite a lot of students posed
questions broadening out from the text
um one of the things that I did notice
was
there wasn't a great deal of discussion
there hasn't been a great deal of
discussion between the students what you
tend to
happen is that students will cluster
their comments around
um a particular area that they seem to
be finding of interest
rather than um actually discussing it
and I think that's quite interesting
again I wasn't directing them to do that
but but
this was quite i think it it speaks to a
certain reticence to engage directly
with one another
and then there's a certain level at
which students cry to try to create
connections between the module
between the different sessions on the
module
less common are are those sorts of what
I think are more interactive
uh discursive connections between

students I think
directly discussing things answering one
another's questions
question questioning one another's
questions and i haven't seen as much of
that
and I think that's probably because of
the way I framed the activity
but I think by looking at these these
comments what I start to see is the
different ways in which students
actually engage with the text and i
think that's useful for thinking
as I go forward about how I might start
to direct them to develop different
skills in the future
okay just some reflections and
conclusions
um the first block of is really about
what I think the benefits are of this
active approach to reading
I think um by asking students to do a
frequent micro level engagement with the
text just little things and often
it requires them to pro to learn how to
process the reading
rather than expecting them to do it just
because I've said it
um so I think that's that's vital that's
the active part of this I think
in terms of sort of

selling it to the students the key thing
is really this framing that I I frame
this as
it's low input it's low risk
you're sharing small pieces you you're
sharing with the others but it's not
sharing everything
it's not the same as being in a seminar
but that there's reward attached to it
so the framing is quite important
um and I think that that process
of kind of actively querying the text
is really important for getting the
students to understand what it is
we do when we're being historians or
being medieval historians
and i don't think often a lot of
attention is paid to that we assume that
the students can read
actively um and and this is one approach
that I found works quite well for it for
for doing that in terms of making
digital history what
my overall sort of final points are
I think this approach complements it
doesn't replace traditional methods I
think
in fact, one of the strengths of it is
that it's developing disciplinary skills
at the same time showing students how to
use different types of tools

and so it complements it it complements
what we do already
but it develops different skills and
capabilities for the students
and it encourages them to be active it
encourages them to be purposive it
encourages them to take
to decide what they're going to do and
actually actually do it rather than
being told what to do
and i think there's a great benefit from
the kind of collective aspect here too
and
by getting the students to work together
they're able to achieve a lot more than
if they work independently and that's
one again one of the ways in which I try
and sell
the idea of sharing your thoughts to the
students
so they're just a few insights from my
experience um
and the the final thing is that I have
to get leave
and soon to go and put my daughter to
bed um
my little daughter and so I'm not going
to be able to around for questions but
if anyone does have any questions I'm
more than happy to answer
them via email or for you to pass them

to Nerea and I will answer them
um afterwards if there are any in the
chat now I'll have a very a quick look
and try and answer them too
okay so thank you um very much
i'll stop sharing yes

Jamie, indeed, there are one question for
you so if you want to ask now and then
we will pass to another speaker okay
yeah that's fine.

It is a question from David Natal
who are wondering how did you mark the
talis elevate activity
how did you differentiate between two to
one and two to two for instance
also 15 percent good video world market
as hul i assume that is not the case at
Lincoln
so what we we have a specific rubric
for students participation
in class we've always had that and what
i've used
this as an opportunity to do what
colleagues have used this an
opportunity to do alongside me is to
develop
a rubric that allows us to assess the
student's engagement and work outside of
the class
so this is this means we've got a model
now for assessing

what the work that students are doing
online
which is going to prove really useful
over the next few months
possibly years um so it
for the kind of participation element
some of it is simply for doing the task
the students will receive a grade
but there's also a kind of um
element of the grade that is for the
kind of level of intellectual engagement
with the activity
um and we've kind of tried to
um
like to think about what what would
be a 2-1 piece of work in the UK means
something that's graded between 60 and
70 percent
at first-class grade is above 70 so
we we've tried to kind of balance that
by by using this participation rubric
that now has an
online element um
if anyone would like to have access to
that I'm more than happy to share that
with them
and does that answer the question i
think
i think that this okay because we have
in the qa
yeah okay the rest of question for jamie

uh

must be by email I send you later your
email okay because if not we don't have
enough time for continue with this
webinar

so Dominique I will give you the email of
Jamie okay

later okay thank you everyone okay thank
you Jamie

bye-bye bye okay

Now we go with our second speaker
Charles who will talk about wikipedia
and the 21st century middle ages. Now
Charles is your turn thank you for
stay here so whenever you want .

thank you

very much everybody i hope you can all
hear me all right

um it's great to be joining you and I'm
honoured to be in such illustrious
company

um I often start talks like this one
with what sounds like a mini
advertisement for Wikipedia

um it gets billions of views um every
month from across the world
it's the most comprehensive in
encyclopaedia ever have existed

even bigger than um Evina Steinova's
Isidoro Seville's etymologies it's the
world's main source of historical

knowledge reaching people without access
to libraries and making knowledge
accessible to anybody without an
internet connect
with only an internet connection and
this I think very appealing these days
um in these days of paywalls and
high subscriptions and things like that
um worth pointing out by the way that
Wikipedia's traffic um
went up very considerably during
lockdown because everywhere else is
closed so so where are you going to find
things out from I'd also point out it's
durable it's a digital humanities
project which is now over 20 years old
and still going strong
it's open for everybody to edit and
improve so it's democratic
and it's transparent I'm sure you all
know this already but every Wikipedia
page has a history of its own which
anyone can check so you can find out for
yourself
who added which bits to which page when
um wikipedia these days is um slight
exaggeration perhaps but it's as close
to the truth as the internet gets
right so I think that makes it pretty
important
I'm not actually as much of a techno

optimist however as that spiel might
make me sound
um Wikipedia does have problems too in
its demographics most of its editors are
white middle-aged men
um and with its growing internal
complexity um you know you can
practically watch as it becomes
increasingly complicated for novices to
navigate when they when they make their
edits
and that's got big implications for
what's featured and though Wikipedia
itself is a not-for-profit company
it nevertheless underpins in important
ways the very much-for-profit strategies
of
huge companies like amazon and google
both of whom regularly make substantial
donations to Wikipedia
and use its data in their algorithms
precisely because it's neutral and
trustworthy so when you edit wikipedia
you're adding value to google
uh you're making jeff that's also a
little bit richer um you are feeding
the Silicon Valley leviathan. However
we have to deal with the world as it is
not as we would like it to be
and the point remains that Wikipedia is
now the main way in which the world

finds out about the past
and the main way in which um the ideas
and and statements about history get
fact checked and that seems unlikely to
change
any time soon so getting your students
to contribute to wikipedia is a way of
teaching them about about public history
it's way of giving them some practical
digital humanities experience
and its way of improving the world's
access to history in general
and medieval history in particular so
making sure that the middle ages has the
profile on the internet that we all know
it deserves
okay this might sound like it sounds all
very well in principle
how does it sound in how does it work in
practice
so I've been getting students here in
Sheffield to edit Wikipedia for a few
years now
mostly at ma level though this year I'm
planning to have a go with some final
year undergraduates as well
inspired by colleagues who've done this
with great results
I give the students a few pointers and
then they take some free online training
uh provided by the brilliant wiki wiki

media

um which is a charity which supports

wikipedia

and that just gives them the basics um

you can find my old module guide online

if you just search

for teaching with wikipedia and my name

is it's on google so you can have a look

exactly how i do it

now together my students and over the

last few years have edited about 30

Wikipedia pages

that doesn't sound that many um and in

ways not that many

but together we have nevertheless

improved the site's coverage of the

middle ages and let me give you a couple

of examples

one student created a new page on um on

the Carolingian pilgrim

Bernard he's a monk who made a journey

to Jerusalem in the 860s

Bernie is an interesting figure um he is

not hugely famous

and his Wikipedia page now gets about

one or two views a day

um in Wikipedia terms that's peanuts

right I mean it's

that's super niche um but it adds up so

over the past few years this student's

work has now been viewed and

read more than a thousand times you know
that's

rather more than can be said for most
assignments and essays and as an added
benefit it's also created a useful
resource for students on
other modules which I teach and
interesting actually since it was
created

the page has been further edited by six
other anonymous Wikipedia's so it's
really become a kind of collaborative
project

most students on this Wikipedia model
I've been teaching actually though edit
already existing pages rather than
starting new ones and here

the impact is a bit harder to kind of
quantify or to measure

but let me give you another example here
of the anglo-saxon council of Hartford
um which is fairly obscure well anyway
now since 1963 it's been agreed by
specialists that this council took place
in the year 672

but until 2018 Wikipedia relied on
pre-1963 scholarship and put the date at
673

so the student added in the correct date
to the page and has
also a section on why the dating has

been changed and actually interestingly
in discussion with me
the student pointed out that before her
edits a surprising number of
recently published books and articles
had strangely used the antiquated six
seventh through day for the council of
hartford
um who knows where those uh those
scholars got their information from
now again the council department isn't a
particularly high-profile page
um but it gets about four visits a day
and you know
that's a lot again relative to most
assignments
um no powerpoint for me it's just it's
just me chatting
um and those four visitors a day who are
now
looking at this page are now getting
more accurate information
than they would otherwise i don't want
to make this
um seem to um a rosy this experiment
um um because there have been some some
some bumps in the
in in the road um how in a second
so um
one year a student had all her edits
overturned okay by a zealous editor

another year another student had a lengthy battle with an editor which resulted in an unsatisfactory compromise some changes have seemed to be potentially to make wikipedia pages more detailed but also more confusing I mean writing a clear encyclopaedia entry is hard and Wikipedia entry pages often become sprawling messes but because I assess the course through a reflexive essay and not on the edits themselves these problems just become more ingredients for students to reflect on okay with all this in mind I think there's lots for to encourage you to get your students editing Wikipedia um pedagogically it ticks all kinds of boxes some of which Jamie's just been talking about it frames students as active producers not passive consumers it provides them with genuine experience of real-world collaboration it gives them practice in writing a non-academic register it enables them to put their expertise to practical use and it shows them the value of that

expertise beyond the ivory tower
and as students on the class tell me
they love the way in which this
course enables them to make some kind of
tangible difference in the world which
is not something you can
usually say about medieval history
options
immensely valuable though we know they
are
and here's my tip if you can assess
students on their reflections and not
just on their edits
well that provides a safety net in case
things go wrong but also
it develops student's awareness of an
important dimension of 21st century
knowledge production and dissemination
and how historical knowledge changes
over time
um I mean that's something all students
know in history seems to know right in
theory but it's different when they when
they watch it happen and contribute
to it happening seeing how Wikipedia
pages
morph from a base provided by the 1902
encyclopaedia Britannica or the 1913
catholic encyclopaedia
which together provide the substrate for
most articles on medieval European

history

it's really instructive by the way

someone at some point should really do a study on how

those two early 20th century

encyclopedias have shaped

the way medical history is presented

so these are all really positive reasons

i think to uh introduce wikipedia

editing editing into your teaching

as a way of equipping your students with

valuable skills and of incrementally

improving the encyclopedia

but I want to end on a more sombre note

as we've learned in recent years

medieval history is often appropriated

by

malevolent political forces and let me

give you a rather troubling example of

that

well academics were writing their

articles in their books for a small and

specialist audience

a number of mostly anonymous Wikipedia

editors slowly but surely slanted

the Wikipedia page on the Frankish ruler

Charles Martel

to present his life as leading up to the

battle of Poitiers or battle of tour

as part of a wider framing of medieval

history as a clash between Christianity

and Islam
and the Wikipedia page on Martel came
gradually to reflect
at least in part the ideology of the
Christchurch murderer who wrote Martel's
name on the barrel of a gun
when he shot 51 innocent people in New
Zealand
over a weekend in March 2019 I borrowed
Paul Fouracre's book on
Merovingian Frankie and I re-edited the
Martel Wikipedia page not to cut the
battle of Poitiers out altogether
but to set the battle in a wider context
as part of Martel's activities
not their culmination. I'm not a Merovingian specialist
but I was reasonably satisfied that the
end result fairly represented up-to-date
views on Martel
But of course it wasn't the end result
because since then since March 2019 what
is
basically alt-right ideology has been
coming back to the Martel Wikipedia page
bit by drip bit
drip by drip. I don't think these edits
are part of an orchestrated campaign
but then again they might be and I think
this is quite a serious issue the page
of Martel currently states and this is a
quote most notably Martel decisively

defeated a Muslim invasion of Aquitaine
at the battle of

this victory is seen as a crucial
historic act of preservation of western
culture.

over a thousand people a day are now
reading this wikipedia page on martel
the battle of

Poitiers which presents views that no
serious

specialist with countenance today now
this isn't a criticism of Wikipedia

it's not Wikipedia's fault that this is
a bad page um

anyone can edit it but there are only so
many hours in the day right and as
individuals we can't spend all our time
in Wikipedia

edit walls when we have you know online
teaching to prepare for

so that's why i think ultimately the
most important outcome of my

uh M.A teaching on wikipedia isn't the
30 or so pages that have been edited to
date

but the 30 also critically aware
critically educated

history students who've now been trained
in how to edit Wikipedia pages

and who might at some point down the
line make more contributions themselves

to the sisyphian task of
keeping Wikipedia as the main source of
global historical knowledge
up to date on track and up to speed
right or at least or at least they might
at least understand from their own
experience how
claims to truth are stakes and
negotiated on the platform
and in some ways, this really isn't about
making the world a better place it's
just about stopping it from becoming a
worse one
and that like most things is best done
collaboratively
thank you very much.

Oh, Charles fantastic thank you very much for this
amazing

paper .And now I encourage
all the attendees to type your question
in the q a portal
and at the end of the webinar Charles
could answer you to all of your question, I
think that you have a lot of questions
because it's
a very interesting topic as well as
Jaime's topic okay.

so now we have our third panellist
yeah i have the microphone that is
uh Lyn who talked about
digital resources for teaching the

medieval Mediterranean

so Lynn when you want thank you okay

thank you

um yeah and and thank you Charles that

was really interesting and it

it uh actually comes in nicely with this

uh discussion of various resources um

one of my projects is to work on the

global middle ages project which

tries to bring in different views of the

middle ages from around the world

and the main goal for that is

actually, to get a better understanding

of what it was what the Middle

Ages was and what it uh meant to the to

the world and not just to the west and

um

so for this talk I'm really focusing on

the Mediterranean but i want to get the

point across

that um through digital and online

resources

we can really teach a lot more um

of the global middle ages in a variety

of classroom settings and different

disciplines than we

than we ever could before so this is a

pretty basic

uh talk on where to find things

so, for primary sources primary data and

sources now

it's really just a question of finding
the
the computing power and the time to
process the information
rather than waiting for interlibrary
loans or acquiring funds to visit
archives or doing any of those things
it's really open to the public in ways
that it never has been before
so digital maps 3d models video,
audio ,online archives ,and these are just
some of the resources that we can give
our students
to give them this really i guess nuanced
picture of
the world from 500 to about 1500
so i'm going to go through a series of
those and
and talk about just some examples of
experiencing the past through these
visualizations and immersive
environments
um which can be 3d it can be virtual it
can be augmented reality
um and to kind of how we can help our
students how can we help ourselves
really come closer to seeing
and experiencing the past as it might
have been
experienced and seen by those who lived
it.

there are as always with all of these technologies and negatives and one of the things is accessing these resources, sometimes they are a little hard to find and there's not good ways to to locate the ones that you want for your class so i

am going to talk a little bit about where to look because as we know you can look on google and google scholar and find a ton of print resources

um it's harder to find platforms and it's harder to find articles that really talk about

um aggregating digital medieval resources and

uh let's let's try to look at those and see if we can find some that we can use in the classroom

so um while you might encounter broken links or

outdated materials these aggregation platforms and articles

if you can go to those um let me actually

show you it's this one

um every time i touch sorry every time i touch my mouse it goes the next one

uh yeah so you can find uh

through these aggregated um resources
you can find uh some of these
scholars that are working on things so i
would just suggest if you go to one of
these sites and you find
that um the links are broken or whatever
just go ahead and contact the people who
put it up and see what they've been
working on lately
because it is true that these digital
projects go out of style
um they no longer work on the platforms
that they were developed for very
quickly
but that doesn't mean that the people
who develop them aren't still
working in that area um and in the
archival
resources that I that I'm talking about
you can still access for the most part
the data and that's
that's pretty key for sustainability now
if you're trying to find
if you're teaching the medieval
Mediterranean and you're trying to
locate
sources about non-western cultures um
that that's a lot harder I would say
uh we would like to at least at the
global middle ages platform
we really look for things authored by

scholars from my diverse
set of backgrounds so I can give an
example and that's the
the medieval academy of America's
curated medieval digital resources
it gives it's a good resource and it
provides short descriptions and links to
these databases and digital projects but
there aren't very many non-western
resources at all
um so that's what the global middle ages
platform
really focuses on so i would suggest
that you you know
maybe start at the global middle ages um
platform so i put that at the bottom
of the screen here um talking about
these different portals
I do think the medieval academy of
America is a good one
um but you know look for ones that may
maybe bring in different
points of view than what what your
students may be used to getting
okay so one of the resources that we
like to
to suggest are virtual and augmented
reality just for the sense that students
first of all enjoy it and they also get
that sense of being there
these have become really inexpensive to

use in the classroom
both in terms of technology and in terms
of content
so some of it at the very lowest entry
point you can use on a smartphone
and a cardboard app you know the little
you can buy the little viewers a holder
for your phone which only costs about
eight dollars so
even most classrooms can afford to
get that and that's either at the you
know with children
so k-12 in the us or at the university
level can can work with this
and you can get much better viewers with
access to more much more complex
applications and they're still not that
expensive so the the
you know it's two hundred dollars for an
oculus go you can spend on up to
a thousand six hundred dollars for the
htc vive or
or others but you really don't need that
in the classroom
um then you just go through the online
stores for these devices and buy these
applications
and use them uh with your students uh
steem the gaming platform steam if
you're familiar with that you can find
um AR and VR content there as well

um you just it's a little bit harder
sometimes to find
for instance the museum pieces and
that's what i would suggest is that
museum pieces are
museum museums are a great source for
this educational ar and vr content
some now some museums however really
want you to be on site to do this
um but there are others like this one um
on the screen now the live the past from
the National Archaeological museum in
Spain
is I've played with it on the go and
it's a lot of
um fun and it's well done so if you can
get your students I've put my students
in that little environment
and they kind of got the sense of of
what it was like in medieval
Muslim Spain um and it's available for
oculus rift
quest go or gear VR or you can
and you can do it in Spanish or English
a guide shows them kind of the village
square back as it was the exterior of
the mosque and then
inside a home I just think it brings to
life for the students what they can
what was not really I guess
it seems so far away to students

sometimes that the doing this is a
different
a different thing for them um you can
also freely explore the area
and uh the same is true um for Hiverlab
churches of Famaugusta
and i think that's on my next one yeah
this is um
this is based on art and Michael Walsh's
work it's
really well documented so this is like a
little
um I guess a research piece in and of
itself so
you can have students um talk about
these resources and photographs of these
churches that
you know he explains how they use
texture maps to place over the digital
frameworks for these buildings
so you could either have the students
talk about the process of creating these
sorts of things
or you could have them talk about the
the objects themselves or the churches
themselves and
just whatever interests them I think you
can you can go there
with virtual Plasentia and I had that
before I'm going to go back to that
um I'm not sure why I had that out of

order but

uh that's on the bottom right there that

uh virtual Plasencia you can find that

at the globalmiddleages.org and it's

uh Roger Martinez Davila's work

on um on Plasencia

and it's really interesting uh to play

through this it's kind of gamified too

which makes it fun

but also he's got a crowd source site

for working on manuscripts and all sorts

of things that

your students may find really

interesting

next I want to talk a little bit about

3d maps

let's see and online and interactive

mapping

um which is another thing that i think a

resource that students enjoy and that

you can get a lot out of too as a as a

teacher

um so what we try to do is use these

online maps to have students orient

themselves spatially in the areas that

they're being studied so

this this uh helps them learn better but

it also just gives them a sense of

where are we talking about what are we

talking about during what times

so one site I like to use is the map

hosted at the university of California
Davis
which allows students to explore the map
based on topics
like trade routes or religions or wind
and ocean currents
so it just depends on what their
interests are it's very flexible for
that
um mapping mandible I think I've got um
so that's the UC davis site sorry that i
put the
link for there but also here are a few
more sites
uh mapping mandible lets users see the
world as viewed through the eyes of the
14th century
john of Mandeville who supposedly
travels from
from England to the east and it maps
these onto a
reproduction of the Hereford map
students enjoy that they enjoy looking
at the old maps and they also
try to link it up with the modern-day um
as a classroom project one thing I've
had students do is to
you know be inspired by these scholarly
maps and then make their own maps of the
works that they're studying just using
google maps

which is a very simple thing you go for
instructions you can just look into
my google maps so just google my google
maps and you'll find out how to add your
own maps and have students work in
groups to add data
you can add pictures you can add all
sorts of resources to share
okay databases
and archives where can you find these
things
that they're harder to find than you
might think but again look in the um
aggregated resources portals
if you can but i just wanted to talk
about one syriaca.org which i find
really um
I guess a good example of all that it's
a multinational
uh group of people working on um
resources that come from all over the
world um and
that's what i i find inspiring about
this you could
set the students to looking at um for
instance the catalogs of saints
the handbooks of the authors writing in
Syriac the database of
hagiographical literature and um
they could do a project for instance you
know locating translations of the

stories of John the Baptist
or comparing differences and all the
different tales of John the Baptist
um and talking about time and place and
composition you know what was going on
at the time that these things were
written
um so this could really be something fun
for younger
students but it could go all the way up
to the you know PhD level
where people could use this as a
resource for their work
um otherwise I think you know cultural
resources we like to
kind of think about I think I'm gonna
get
uh that's actually my uh thing it's a
soundscape of a medieval city
in the Abbasid caliphate so I don't know
if you can hear it but if you go to this
it's it's oddly um I guess appealing to
people
to put together the soundscape and you
can in the different channels that are
there
you can pick um what you want to have
to have as the sound so
um I like to use that a lot with my
students um they really do enjoy
uh kind of like what's what's the sound

of animals the marketplace
um being called to prayer uh what was it
like
to be there and it kind of peaks a
different sense for students
so these digital resources I think they
just kind of bring the past and the
present
of these faraway lands to our doorsteps
I like to think that they
allow students to experience the past
and other cultures in ways that are more
diverse
and bring them to a different
understanding really of what's going on
in in the history of other parts of the
world
so fortunately you don't have to create
these you can have students create them
but you can also simply guide students
in the directions of these online
resources
and let them discover and bring to the
classroom what they um
find interesting um so that's it um
thank you
thank you very much Lynn I can't wait to
share all of these databases and
and resources to my students
because we began the course
so thank you very much I have learned a lot

and now I encourage everyone again
to write all your questions that you
have for Lynn or for Charles in the Q and A
portal you could write it now
and then at the end of the webinar
both
could ask your questions okay so now.
yes i have yes okay so now
we have our next panelist
who is Robert Houghton who talked
about
the investiture contest a game for
teaching and research
so Robert okay you are in you have to
okay okay thank you
you are
brilliant i'm not i think thank
you very much
thanks thanks very much for having me um
and thanks to all of the speakers this
has been
fascinating um so much so well I should
open by saying
that my project is much more embryonic
it's much less fully formed than the
three that we've heard about
to this point um let's see if I can get
screen shared there
is that working for everybody yeah
brilliant marvelous so what I'm talking
about today

is a game that I've been producing a
game that I've been using for teaching
and for the last year or so now I've
started life as a board game I'm
moving it into a digital format
currently
but as I say very embryonic especially
with the with the digital one
from it I've included my details here if
you want a copy of the
the board game then please drop me an
email but the rules are
ridiculously simple but I'll get on to
explain that in a moment
so what I'm going to do today then is
talk about three things
very briefly swiftly so first of all I
want to talk a bit about
how games can be used for teaching and
indeed for historical research
they want to go on and talk a bit about
the board game I produced
to look at the investiture contest and
how I've used that for teaching in this
past year
and finally I'm going to go on and talk
about how I'm
planning to use this game um
this academic year and how what are my
plans for
developing computer games for teaching

in the future. So to start with
there are plenty of examples of games
being used
for teaching um within the
pre-university classroom
especially but increasingly within the
university classroom
we're also starting to see a few
examples of games being used
for research purposes very importantly
very broadly speaking and there are
three primary ways in which
we can use games to engage with history
please you can use games through three
ways in which games
represent history so first of all games
can represent
history they can represent the past
through their use of data for the use of
landscapes as in on the top image here
top left image here
how they reconstruct built landscapes
how they reconstruct
material cultures and how they
use historical figures so many of the
things that Lynn was talking about in our
paper
this can be an incredibly useful way in
which we can get students interested in
a period of history it's where we can
introduce them

to some of the key themes of that period
periods and the key ideas about
the past and that's great
but I think there's some more
interesting ways in which
games can be used to approach history
and games can represent historical
arguments and in fact I would make the
case that any historical game
make some kind of history of life and
they do this primarily
through their rules through the game
mechanics
so for example if you've got a game
that's primarily about trade
and the example I've got here is a
patrician series
where you travel around the Baltic sea
selling, buying and selling goods and
essentially becoming
a more wealthy and powerful merchant
so games which use economic structures
like this they're representing
a model of these structures and these
structures are built on
historical theory they're built on a
particular argument about how these
structures
functioned how this limited
aspect of the medieval world in this
case um

functioned how it worked
and what I think is particularly
interesting
is that the players of these games are
able to interrogate these arguments
through play
by engaging with the game, they engage
they're required to engage with the
game's mechanics and in turn
they engage with the arguments which
these mechanics represent
and by playing the game perhaps both
most obviously and they can interrogate
these arguments by
looking for deviations for historical
norm
so, the bottom left hand corner here we
can see that or Charlemagne
has conquered the entirety of Europe
if this is something that happens
routinely through game play
this suggests that the argument that the
game's mechanics
do not perhaps fit the reality as well
as they could
it suggests that they need to become
more nuanced to be a better fit
for historical theory
and ultimately it's possible to engage
with history through games
as a form of historical debate and this

can be done by modifying games
by changing the rules of the game, the
players
change the argument that it's making and
by having a bit of back and forth here
by providing mods encounter mods we can
see
more more developed arguments emerging
through play
so this is already interesting this is
something that I've seen done a few
times and in a few ways
with computer games but there are
there are several key issues when using
computer games
for these educational purposes and
there are various issues but most most
importantly for me
um are the free issues of transparency
cost and skill set so computer games
first of all, they're
woefully opaque they hide the vast
majority of their mechanics from the
players
indeed they have to do this because
otherwise the game can become impossible
to play if you met with just a wall of
data when you're trying to run your
empire
then things are much less interesting it
can be completely impossible to play

these games. Another issue is the sheer cost of computer games and especially more complex games and also the fact that the skill set required to produce computer games is very often very far removed from the skills the skills held by most historians and at the start of this project about a year ago I came up with a temporary solution I thought for all three of these issues and that's to move over to using physical gains for educational purposes this very neatly gets around the issue of transparency the players are the ones parsing rules they're the ones who have to understand how all the mechanics function you can't hide the rules from the player in the same way that you're obliged to when you're creating a computer game at the same time these games are cheaper to produce and easier to modify it's generally much easier to get your head around the rule set of a typical board game

than it is for a computer game
there's also severe limitations placed
on how complex board games can be
which in this case is an advantage
i used all of this to produce a board
game titled the investiture contest
which
surprisingly enough was about
investigative contest
so this is a conflict notionally between
the pope and emperor
in the second half of the 11th century
going into the early
12th century and the idea has
traditionally been this is
a conflict about investiture so who gets
to select bishops
and by extension who gets to control
episcopal lands
in reality the situation was much more
complex but that tends to get skimmed
over in most popular history so
possibly something to have watch out for
on on Wikipedia
and in creating this game why sorry I
created this game for use in a couple of
modules so first of all
an M.A course this is a postgraduate
course on
church society and conflict and a
bachelor's undergraduate course

on the middle ages in computer games and
I used the game within
both of these modules in the past year
and with some
somewhat different results because we've
got students coming in with very
different experiences
of the material covered and
of how games can address the past
and the game itself the game itself is
ridiculously simple
um it's two pages of rules most of which
are
almost which concern the objectives held
by each of the players
so it's a game for up to six players
each player represents
one of six key figures within the
investiture contest
so the pope the pope and pope Gregory
the seven
antipope Clemente II, the emperor Henry IV the
archbishops of Ravenna and
Milan, Matilda of Tuscany and Rudolf of
Bavaria
The object of the game is to exert
influence over northern Italy
and secure the various objectives
held by each player and these objectives
are set up such that
players will come into conflict at

different points throughout
the game
I drew up these rules based on the other
branch of my research
so my day job is working on on the
investiture contest or working on
northern Italy more generally between
the uh and the 11th and the 12th
centuries and what I've been working on
recently
is looking at the relationship networks
within northern Italy during the
investiture contest
and looking at how the conflict seems to
be much more complex
how we don't just have a simple conflict
between the pope and the emperor
but there are various key figures who
are emotionally on both sides of the
conflict
but who are pursuing their own goals who
have their own objectives
which very often are at odds with those
of the pope
or the emperor it's a nice convenient
time to
my existing research and this
this has been relatively effective so
the students played through the game a
couple of times
the playthrough typically takes about 30

minutes after you've got the rules down
and this helps to inform their
understanding
of the investiture contest but what's
most
interesting for me is that after we've
played through the game a couple of
times
I'll have the students modify it I'll
have them change the rules
and by extension change the arguments
that the game makes
so something that the master students
came up with um they decided that
Henry
the player representing the emperor was
losing
too frequently it was too hard for the
emperor to make progress
so they gave him various advantages they
changed his objectives to make them more
viable for him to achieve
basically making the argument that the
emperor was more powerful
was able to exert more control over this
region
than the initial rules suggested
um and uh another example
of a of a more representing debate here
was
another group um changed the way

choose the way influence could be exerted so in particular they started you they brought in mechanics to represent the use of paper letters so the public will be able to be able to exert influence from a greater distance than any other player so they're sticking with the core of the game here but they're nuancing the argument that it represents by tweaking the mechanics so this is really interesting um that's some generally positive although a little bit varied feedback from students generally this went down generally the game went down well it's possibly just because it's the novelty of of the thing it's possibly because one class was dedicated to the use of medieval history in in games more generally so the class has greater appreciation of it um but it was nevertheless really it was really interesting to see how students engaged with the game and how they engage with the investiture contest in very different ways from how they normally would do in a typical class

there were however a couple of problems
with this approach
so the first one of these was
resources available to run the game so
the way i'd set this up it required a
large number of colored counters and a
handful of pawns
which is fine that was easy to get hold
of I believe the entire thing cost me
about five pounds that's fine
where it got problematic though was when
students wanted to start modding the
games
so the modifications students wanted to
make on the day
were very much restricted to the
materials I brought with me
so I brought along dice I bought long
decks of cards
but students still wanted to introduce
new maps they wanted to introduce new
mechanics that I
hadn't foreseen but I hadn't got the
resources for
that's always going to be an issue with
physical games you're restricted by what
you've actually got available on the day
the other issue which is perhaps more
more specific
to the times we're living in is that
using board games

relies on the personal presence of
of the class this game can't
realistically be run
remotely and it can't realistically be
wrong
whilst maintaining social distancing I
did
play briefly with trying to print the
map out on on
an a piece of paper and having a
complex system
involving well sticks to move pieces
around but that's not practical
remotely
and the solution that I'm working on for
this
and why these ties in to go to a session
on
digital approaches to teaching is I'm
moving over
to a digital format
I'm using a piece of software called
tabletop simulator
which is produced by the worryingly
named berserk games
and tabletop simulator provides a lot of
potential for me
it allows the creation so
it allows the creation of more or less
any imaginable resources
any imaginable boards and you can just

upload images
uses tabletops you can import all manner
of counters
to use within your games
and it can represent incredibly complex
games I should note
that I was directed to this by um the
genius um
sorry Cavallo from the university of Sao
Paulo who's been working
using tabletop simulator on his game the
triumphs
of Turlough which is a game looking at well
that's an
Irish group of Irish clans resisting the
English
and this is doing this as a way of
depicting his historical research
so this is what I'm
in the process of doing for this year
I'm adapting the
game the investiture contest game for
computer games through tabletop
simulator
and the first step is to recreate the
game
to recreate the board game as it is so
players can move their counters around
they can move the pawns around they can
place counters as and when they need to
and they're able to interact with the

rules

moving beyond this I'm looking at the possibility of coding of the hard coding rules within the game so restricting the actions that players take automating some actions

this could be particularly useful if you want to use dice if you want to bring a random element into the game

if you want to make sure that players don't have to get bogged down

looking at individual minor rules if they're if you want them to concentrate on one particular aspect of the rule set you can

automate a lot of the rules looking

longer term I'm very interested in the potential of creating

more complex games with students so this wouldn't work

in the format that I'm currently using

because restrict

we're restricted to one three-hour class

for

using these games um, the more i think

this is

potentially something that i'd like to

do over the course of an entire module

start off getting some students um with

some sort of getting students some

basic coding knowledge and then

developing
from there perhaps modifying uh
existing game to broad to save time
and to give better offer to give
to give them nice and looking results
let's say
so all I'd say about this approach is
that it requires playing
the players have knowledge of the period
that they're working on that you're
working on
which is absolutely fine something to be
expected when
taking any approach for history but it
also requires a degree of ludic literacy
from the players
and that's something a bit harder to
come by
just to wrap things up then the three
points I'd like to make so first of all
I think games have
a huge potential as research and
teaching tools
I think that there are clearly severe
difficulties in implementation
but I'm increasingly convinced that
many of these difficulties can be
overcome either for the use of board
games or
through the development of coding skills
so I'll put my details back up there

thank you very much for having me
thank you very much Robert for this
interesting talk and for
sharing your research with us.

Now

we will pass the word to our last
speaker of today
of this webinar as well that is Ainoa
Castro Correa
that is going to give
a paper
about the scribe of age playing with 6th
to 13th Iberia manuscripts so Ainoa

when you want okay okay
thank you let's see if it works
uh can we share my screen

okay yes yes

yeah okay and yeah great thank you

okay uh so first of all I would like to
still my thanks to the coordination
committee for putting this webinar
together

and especially to Nerea for inviting me
to take part on it

I would rather not carry on by stressing
how trying the situation we are all
living is

especially in Spain unfortunately
already it is

I will just say that initiatives like
this one help us

overcome the news of this a bit and for
that thank you
and thanks also to the other speakers
and the silent participants
although many of you expected to see me
in the previous session because
of my recently awarded ERC project
people and writing cheers to me.
I'm not going to talk about digital
research but digital teaching
the paper I have prepared to share with
you today entitled the scribe of ages
playing with 6th to 13th century every
year manuscripts
is a direct product of this uncertain
times although the result of the work
I'm going to talk to you about
albeit it seems especially
tailored to our current context in
teaching
is not we for I'm the voice of a team
have been thinking and working on it for
some time now
so years ago when I began teaching
palaeography at university
I became aware of the problems the
students faced when dealing with it
I was trained in an online university
where as
students we had around six months to go
through a long list of basic

bibliographic

references a thick manual and many

exercises

so the in-person classes with all their

peculiarities were new to me

on the one hand students are shown a set

of materials written in Latin for the

most part of the medieval period

manuscripts they had not seen before

that were barely aware they existed and

in a language they do not master

since it's no longer mandatory in higher

education in Spain as it was before

they are fearful for they immediately

feel palaeography is going to be harder than

expected

on the other hand, they are supposed to

manage the art of transcription

in a short period of time something they

did not

even know it was a thing and besides

they need to understand manuscripts

sprits and how they work from my point

of view being able to read what a

manuscript is about through its text

and to transcribe it correctly is an

important part of

understanding and passing a palaeography course

but is not and should not be or shown us

the main goal of it we have very few

weeks to teach

students everything about manuscripts
here in Salamanca has three weeks
six classes to teach the medieval part
and yes I managed to do it
so we should focus on history of Britain
culture on the people who wrote the
manuscripts the people who read them
the manuscripts themselves and their
context
if one understands how writing works
through the ages
it will be easier to learn how to deal
with it and understand the meaning of
written sources if we as teachers manage
to get
students hooked on manuscripts they will
find the time in the future to learn the
language and how to read it
we cannot just expect from them to do
all in three weeks
mandatory class. So I began looking for a
way to focus on manuscript culture
during my teaching classes without
leaving aside the aspects
students should master but i had no time
to teach
mainly transcription and then I turned
to the digital world
many of you might be aware of the online
transcription tools available
like tiphen and of some of the projects

that bring together
people to join forces on transcribing a
corpus
like the general historia project some
might even know about software being
tested for automatic transcription like
transcribus
these tools were a start for what I had
in mind but did not fit with the teacher
requirements
are also some online games to help with
the tricky parts of our field
although they exclude Iberian manuscript
material do not allow changing the
sources use,
so no adaptation and the user needs to
know the basics to be able to play them
if I wanted to give online
palaeographical inspired gaming a try
ask students to complement their
training by playing
it needed to be really useful and
adapted to our national teaching program
and to do that we needed to start from
scratch
yes, we needed our own video game and
that is exactly what we did
from my point of view as I see it now
that we are almost ready to release a
full functional version of our game
the project had two fundamental and

tricky aspects to cover
freaky aspect one our idea require
a team and an institution crazy enough
to want to do
and fund this luckily that was not so
very difficult as it seemed at first
in the slide you can read who the
members of the team are my thanks to all
of them

I would like to stress the importance of
not only having team members from
academia able to provide context to the
sources selected as base for our game
but of people who know how video games
should be made that's an important thing
and I'm not only referring to the
technical part but to the inherent
components of a gif
of a video game as I guess will be the
case for many of you
I'm not into the topic as a player but
have never considered
the flow of actions that were taking
place in a game
aimed at achieving a specific goal set
for the player
for the debate on this will be
long just to say gamification
put tasks in the form of games online
with the sole purpose of teaching the
player something

is not the same as a video game in which
the player does not have the specific
purpose of learning
but of achieving a goal if you want to
do something like this
add to the team someone who knows how to
do it, it will make your life much easier
tricky aspect too one cannot develop a
video game without a very clear and
specific idea from which to build it
we wanted for the students to have time
to let their brain adapt to the
different writing systems that were
used in every peninsula and their
historical context
and their own pace recognize that these
were not the same
in all areas of the peninsula at the
same time
for them to learn how radiations work
and be able to decipher them
and then to face the transcription with
some confidence
we focus first on the manuscript sources
we were going to work with
as you can see in the slide we selected
one codex for each
century one which was representative and
not that through its incorporation it
was
easier for us as teachers to summarize

the program
we needed to cover
we focused then on how to present the
manuscripts and how to play with them
our game has as it is now eight levels
one for each codex with three
exercises or sub levels to cover in each
part
by the player one on the alphabet
another on the abbreviations
and a final one on transcription
we also added secret levels with
additional information on written
supports and materials
and I think now is that moment when you
are no longer listening to me and want
to see the game
so let me show you what the what is it
about
uh one thing I'm not going to talk to
you uh through the video for it will
i think it will take me more time to
explain what is going on that for you to
realize
how it works by yourself, so i will be
happy to answer any questions you might
have
at the end
um
[Music]
so now the results um last year i

designed a slightly different class for
my medieval paleography students
in our six classes together we talk and
discuss
written production, the different scripts
their context,
how manuscripts were made ,how people
live with them,
and what writing meant to people that
instead of doing just transcriptional
allos.
that this kind of annoying um while as
mandatory assignment they had to play
our game being each student's score
achieve
in it the qualification they will get
together with the final test
just to say they were thrilled they
began playing while in between classes
the challenge was what they challenged
each and over
they passed it to the roommates and soon
we had students from physics to classics
playing
we were very careful with the contents
of the video game and to my standards
anyone who manages to finish it has
accomplished a fairly good level
of palaeography each stage i don't know i
just saw it but
each one is a different type of script a

different manuscript a different context
so it's quite um full
of information um. Some students finish
the game in a couple of days
and some got a higher score than mine so
that's something I need to think about.
our game fits within the gamification
type as it is now
and we are aware of that but it will
soon be a proper video game with all
its requirements checked so it will be
like a civilization or something like
that it would be really cool.
we are working in the history behind the
game and our
robot that you saw before that's the
avatar of the player
and the the story is that he was a
scribe
that went to the future and then went
back to the middle ages to
search for clues for finding a saint or
something like that
so our robot this robot will be faced
with a challenge of collecting clues in
the form of items that we
will help him or her so the student or
the player
in solving the final problem and
finishing the game
there will be a villain that will annoy

our character through the game with new tasks on manuscript the different and here in the slide you can see him so this is our own version of Titivilus the demon set to work on behalf of Lucifer to induce the scribes to miss spellings that's a very hard rock version of it there will be more steps of the game available to the player with more manuscripts and context we will change how scores work and allow the player to use his or her points to improve their robot and there's a student I had last year who wanted to buy a kitten for the robots so that's anyway and we will have an internet to allow teachers to supervise how students are doing not just the scoring and many more things and finally our video game is free and will always be free for everyone to use and is easily adapted to other countries specifics to other manuscripts scripts and languages.

We hope it will be made open by the end of the year and we love to see it being used

everywhere it has shown itself to be a great resource for teaching especially

when you do not have
when you do not have as much time as
needed

and students really like experience
so that's all and thank you very much
for your time and attention.

Thanks Ainoa for sharing with us this
interesting video game that you have designed.

And now is the time for questions
so please all the people that have any
question to make to all the panellists
could do it now we have some you can
do it in the q and a portal so it's your
moment to question
everything that you want okay.

Not everything, everything of the field of
course so

we have some questions coming for
example

we have a question for Robert
from Dominique Huavenhovan that say
thanks a lot for this is inspiring
presentation

are you planning to make the digital
version of your game publicly available
at some point ?

um yeah

no i'm think thanks to me It's yeah
absolutely um

so my understanding of it is i'll be
able to just

release it for free across um the
tabletop simulator
a home page so it's it's because it's
out of my control but yes
it will absolutely be released thank you
okay thank you Robert it's
another question for you
that is more or less the same say that
do you plan to launch the game online
where would this be a gaming website
your institution site
or in other words what is in your
opinion a good game publication and
strategy? it is a question
from Susana Zernankova
um i'll be honest with you I have no
idea how to go about
publishing this
effectively
um the plan well certainly with the
digital game
be accessible through tabletop simulator
I've got no intentions whatsoever for
charging at all for that um the tabletop
version the physical version
or all the rules the map for the various
other bits and pieces
should be getting made available through
the university of Winchester
um portal after converts
um but yeah they should be available

shortly um if you want them then drop me
an email and I'll send them over
thanks thank you Robert.

whereas people attendees are thinking
about their questions

I would like to ask to say some
comments to

Charrles, Charles um

i was amazingly surprised by your
speech because as you know a lot of
researchers and academics say that

Wikipedia is not useful

for for

teaching and for researching but

I always use it, I mean

I think that it's very useful to use it

because at the end is very global and

you have a lot of information available

that you don't have in another way no

and I would like to ask you that you

know a lot of Wikipedia um

what percentage do you think that

uh are incorrect

information in wikipedia?

do you know that is I mean I think that

uh people who working in in who

who update content to wikipedia normally

are people

to really have a base for do that you

know

that you are you have a

lot of experience in that do you could
say something about that, what is the
percentage of people
who do you think that make things wrong
in Wikipedia?
for all people are afraid for using it
I don't know if I explain myself
properly. um yeah I think Nerea
and thank you for admitting that you use
Wikipedia this is
kind of confession time here but I think
I mean in practice I think most people
do
right I mean just to check things or to
you know um
remind yourself of things you already
know um just like you would use an
encyclopaedia right I mean it is
at its core it's just an encyclopaedia um
and just as you might look at an
encyclopaedia to look something up
um that's great I mean I think in some
ways the problem with wikipedia
in terms of accuracy is exactly the
problem with these encyclopaedias
um in that often most often the problem
is just it's very out of date
right because as I mentioned briefly
the main source of most wikipedia
articles the middle ages
is old out of copyright encyclopaedias

all right so people have been copping
out Britain Britannica
especially from 1902 or whatever um and
putting that up and those who've been
kind of um if you've added bits and
bobs but the kind of structure for most
articles is actually
um is it early 20th century few of them
so I mean is that
wrong um I mean it's not factual often
it's usually it's not factually wrong
but it is interpretively
um out of date is what I'd say okay
thank you Charles for
for answering my question and whereas
attendees please ask any question
that you have now because we are
we have 10 minutes for ending the
session so it is your moment
And whereas i have the option to ask
myself
So I have a question as well for
Lynn
Lynn I think that what you are sharing
with us is very interesting
because one problem that I
have when I try to teach content to my
students is that a lot of resources have
copyright and I can't be able to use
them in a legally way
in a legal way so

what do you think that institutions
could do or
that we as a teachers of of a higher
level
could do to try to express
uh or convince another colleagues
to the importance
of open their resource that we have ,to
make it
in open access
yeah that's a good point um uh I guess
for most of the digital resources that I
I was looking at anyway they are
available um
and I think
in terms of trying to convince our own
colleagues to make their things
more available it just seems obvious to
me that
you would you would want more people to
you know do you really want five people
to read your article you know which is
basically the reality of the situation
or would you would you like for
it to be available to a lot of different
people so
most of these databases I know there are
some
granting agencies that require you to
make it open source
if um open source and open

access to the data if you
use that that grant so that's a that's a
good approach but
I just think more probably awareness
and more encouragement from
colleagues will be very helpful um
when it comes to using things in class
that are under copyright
I try to I try to buy a couple of copies
let's say it's a video game which I like
to use in class
um I think they're great and uh if you
um yeah I've used for instance
Assassin's Creed
so you you buy that you want the
students to play it or play little parts
of it and
um you know I just get maybe five copies
and put it on the lab computers and have
students use it there
or I've also had a situation where and I
know you're not supposed to do this but
uh you have a stream account and you just
give you know
say it's an account for your class and
you may maybe have five of them and
you tell the students okay yeah you can
only play one person at a time
but you this group of students you know
you all use
the same account so that's kind of how I

handle it

um and it seems to work pretty well i'm

sure there's

people who would object but that's what

I do.

thank you very much for sharing your

your method is very important

for I think that all the early scholars

or

researchers that like me that are

learning of you, so

thank you very much for sharing this and

um uh

I want to say that if between us or

between you between

speaker have any question to all to all

the speakers you could ask

then okay so

I think that we don't have more question

in the q a

um on a q a portal so

Ainoa a have a question for you okay

okay we have a few

question in the Q and A thanks people

A have a question

for Ainoa is from Paula

that said I would like to play the game

but can you tell me where I can find the

useful materials?

yes so you can send me an email

you can send me an email and i will give

you access so now
the app is online so anyone can play and
in fact the university of Bristol is
going to use it this
this term so like it's going to be
massive
because we'll be there the music
students that
are going to test it but anyway so it's
usable for everyone if you want to try
it just let me know and I will I will
give you the password
that you will need to to get access to
it
but the other way you can just play so
it's just send to me an email i will send it
to you
okay thank you i know are there more
questions if not
we are going to end this this webinar
okay I've got question okay um actually to
to Ainoa
anywhere again I noticed that you
gathered data on the gender
aspects of your game and like of of and
how
men and women um reacted to it
differently
um yes why why did he was why did you do
that and did it surprise you what you
found?

well it I think well it was surprising I
think to me
because uh well I cannot see it now but
I think that for male students the
playability of the game was boring so
they thought it was too easy
whereas for female students they thought
it was
not easy so and not hard but just enough
the slightly hard for for
for them to realize how to play it and
if you look at the results for the
aesthetics part
the female students like it more than
the male students
so you know it's just I think I did it
just for fun I
wasn't expecting to get some significant
results
but I think you know when you design a
video game you need to know
the audience um for which you are
designing it
so for us I think it is important to
be aware of what our students will be
looking for
so I may need to do a slightly harder
version
for more advanced students and a
livelier
prettier one for other ones so they

get engaged and they don't lose that
enthusiasm for playing the game

Thank you Ainoa can i just ask um a quick

One for the the same question i guess

similar question to Robert did you do

you find that

that there's a kind of a breakdown in

the students um

I guess engagement with the game

yeah I'm sorry about one on gender basis

you mean

sorry yeah um yeah it's strangely not

um so with the with the middle ages and

computer games class the student body

skews very heavily male so typically

we're talking about 90 percent of the

class

is male then typically with most of most

of our modules is 60

female um and I'm doing various things

to try and mitigate that but

generally speaking though within the

masters module will not expect when the

game's just an ancillary part of the

course

um it's been going down about as well

with male and female students

so uh this I think I think this

I think will be building what I was

saying um it's

male and female men and women are almost

conditioned to
like different things in games I think
and I think
the tabletop game kind of takes off the
edge of all the first person
shooter fast action that men have been
told this is what you will play because
it's manly
um and maybe I don't know there's
definitely something in there but I'm
very glad that it's
nice and flat
Thank you thank you Tobert and there are
a lot of people that are interested in
having your email
contact, I think that is
for ask your question after so if you don't
have any problem i will send it by mail okay your email
direction okay thank you okay thank you
to all for stay here
is if there is not more question
i think that we are going to the end of
this ah sorry
Charles have question for Aino
too uh
Charles says Nerea
I've already asked it Nerea I've asked it
already that was yes that was the
question i asked oh okay okay yeah
So thank you very much to all for a stay
today here

with me and i'm afraid that is the end
of our our time so
we have to close right now this webinar
okay thank you very very much for coming
it was a great pleasure to have you here
and all the panellists for accepting invitation
and for attendance for
stay with us thanks to uh
to all and of course thank you to the
society for the medieval Mediterranean
to make this webinar possible
and become reality through this this
prize
um I will remind to you that uh
the recording will be available soon
the recording of this webinar
i contact you by email and i will say
where the recording
will be available okay so you can rewatch it
or to recommend to someone or spread it
in general, spread medieval history
please
that is very important okay and all the
best I hope to see you soon and that you
learn as much as I have learned thank
you very much for all
and bye thank you.