

E-Learning opportunities for Celtic Studies

Jan Niehues

Vergleichende Sprachwissenschaft und Keltologie
Philipps-Universität Marburg

First European Symposium in Celtic Studies, Trier

05.08.2013



- Introduction
- E-Learning background and current trends
- Modular approach
- Developing learning materials
- External resources
- Open Educational Resources and Learning Repositories
- Summary

E-Learning opportunities from the point of view of actual seminar:

“Introduction to Celtic Studies”

one semester

10–20 students

first year of B. A.

not only from Celtic Studies

Definition of E-Learning

Definition of E-Learning

Any form of learning or teaching mediated by any form of electronic online technology

Degrees of E-Learning

Different possible degrees of E-Learning:

low degree: enrichment of traditional classes with online materials (e. g. online reader)

integrative: some online modules integrated into traditional classes

high: fully online interactive multimedia learning environment

also: combination of classroom teaching and online materials (Blended Learning)

Expectations for E-Learning

Initial expectations for E-Learning

E-Learning automatically:

saves time

saves money

leads to a revolution of learning

&c.

Advantages of E-Learning

Actual advantages of E-Learning include

- independence of time
- independence of place
- alternative learning scenarios
- multimedia integration
- &c.

When to use E-Learning

Especially suited for E-Learning

subject matter not taught in schools

basic knowledge rather than deep understanding

not discussion based

declarative knowledge rather than procedural knowledge

suited for multimedia support

Current trends in E-Learning

Current trends in E-Learning include

Blended Learning

Flipped Classroom

MOOCs

Modular Learning Resources

Blended LEarning

Blended Learning

alternating online and classroom phases

content delivered online

in-class sessions used for discussion, problem solving, exercises,
&c.

Flipped Classroom

Flipped Classroom

lectures recorded on video

accessed by students before in-class session

in class: no content delivery

Massive Open Online Courses

fully online course

hundreds of thousands of participants

extremely high drop-out

From the point of view of the “Introduction to Celtic Studies”:

All of these scenarios are

extremely work-intensive

extremely cost-intensive

From the point of view of the “Introduction to Celtic Studies”:

All of these scenarios are

extremely work-intensive

extremely cost-intensive

out of reach for my purposes

alternative approach necessary

Modular approach

Instead of aiming at fully online virtual course:
Combine selected E-Learning elements where most useful

two strategies

- develop some materials myself
- integrate existing external resources

classroom teaching is combined with E-Learning elements as
Blended Learning

Developing learning material

examples

online tests

interactive timeline

Online tests

The screenshot shows a web browser window with two tabs: 'ilias.uni-marburg.de - PS Grundbegrif...' and 'ilias.uni-marburg.de - Arbeitsfragen 1...'. The page header includes the logo of Philipps Universität Marburg and the text 'Ilias.Uni-Marburg.DE'. A user profile 'Jan Niehues' with an 'Abmelden' button is visible in the top right. Below the header, there are navigation menus for 'Persönlicher Schreibtisch', 'Magazin', and 'Hilfe'. A breadcrumb trail reads: 'Magazin > Fb. 10: Fremdsprachliche Philologien > Klassische Sprachen und Literaturen > SoSe 13 > PS Grundbegriffe der Keltologie > Arbeitsfragen 12 - Walisische Textkultur'. The main content area is titled 'Arbeitsfragen 12 - Walisische Textkultur' with a red flower icon. It features a 'Test unterbrechen' button with a red stop sign icon. Below this are navigation buttons: '<< Zurück' and 'Weiter >>'. The question is 'Frage 2 von 6 - 12 Walisische Textkultur - 03 - Armes Prydein (6 Punkte)'. The question text is 'Worum handelt es sich bei Armes Prydein?'. There are four radio button options:

- Eine Gedicht über die Aufzählung der (mythischen) Waffen der Helden Britanniens.
- Ein Wehklagengedicht, in dem das grausame Schicksal der Insel Britannien besungen wird.
- Eine Prophezeiung in der eine Allianz aller Waliser zusammen mit den Schotten, den Iren und den Dublinwikingern die Sachsen aus Britannien vertreiben werden.
- Eine Liste derjenigen walisischen Herrscher, über die es sich für einen Barden angemessen ist, Lobpreisgedichte zu verfassen.

At the bottom of the question area are '<< Zurück' and 'Weiter >>' buttons. A large blue question mark is visible on the right side of the question area. At the very bottom of the page, it says 'powered by ILIAS (v4.2.7 2013-01-03) Systemadministration kontaktieren'.

Figure 1: Online test – “Grundbegriffe der Keltologie, Summer Term 2013”

Interactive Timeline – Video

Interactive Timeline – Video

Figure 2: *Interactive Timeline, Grundbegriffe der Keltologie, Summer Term 2013*
Timeline program code by: <http://www.simile-widgets.org>

Interactive Timeline – Screenshot



Figure 3: *Interactive Timeline, Grundbegriffe der Keltologie, Summer Term 2013*
Timeline program code by: <http://www.simile-widgets.org>

Integrating external resources

Anything can become a learning resource

some examples

Ogham 3D

online manuscripts

audio examples

Ogham 3D

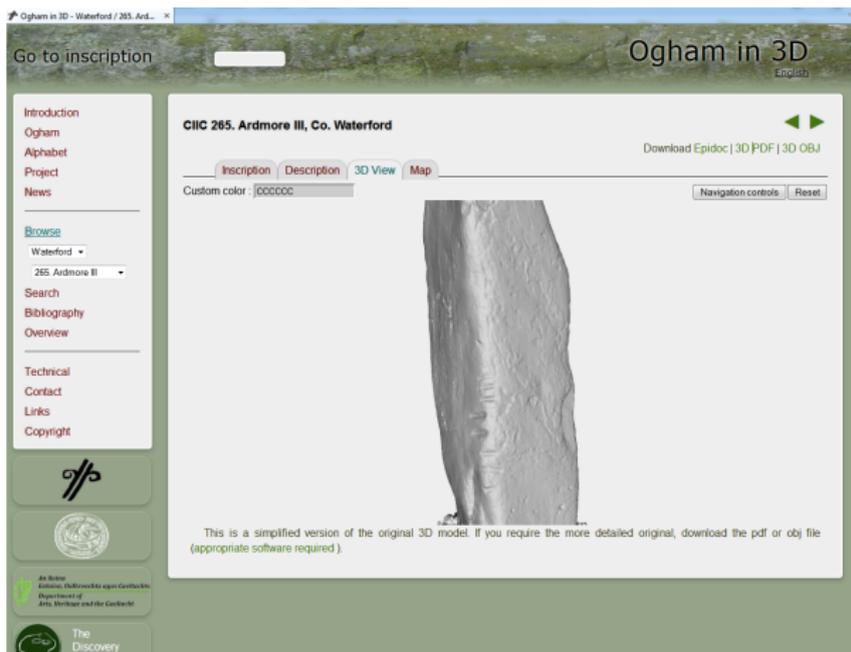


Figure 4: *Ogham in 3D – DIAS*

Online Manuscripts – Book of Leinster

The screenshot displays the 'Irish Script On Screen' website interface. At the top, the header features the title in Gaelic 'neachtrach páiréar ríochaire' and English 'IRISH SCRIPT ON SCREEN'. Below this, the site is identified as 'TRINITY COLLEGE DUBLIN'. The main content area is titled 'MS 1339' and 'CATALOGUE DESCRIPTION'. It includes a list of page ranges: p. 1 - p. 19, p. 20 - p. 29, p. 40 - p. 59, p. 60 - p. 79, and p. 80 - p. 99. To the left, there is a vertical list of other manuscripts, with 'MS 1339 (The Book of Leinster)' highlighted in yellow. A large image on the left shows the interior of a grand library with high vaulted ceilings. A browser window in the foreground shows a preview of a manuscript page with dense Gaelic text in a medieval script. The website footer contains navigation links: HOME, WHAT'S NEW, RESEARCH, LOGIN, GAEILGE/IRISH, COPYRIGHT, INTRO, REGISTER, HISTORY, TECHNICAL, LIBRS, and SEARCH.

Figure 5: MS TCD 1339 (Book of Leinster) – ISOS

Sound samples

The screenshot shows a web browser window with the URL 'http://www.asnc.cam.ac.uk/ASNC/ASNC.html'. The page title is 'ASNC Spoken Word' and it is part of the 'Department of Anglo-Saxon, Norse & Celtic' at the 'UNIVERSITY OF CAMBRIDGE'. A navigation bar includes links for 'Insular Latin', 'Old English', 'Old Norse', 'Medieval Welsh', 'Medieval Irish', and 'Continental Celtic'. The main content area is titled 'Irish - Táin Bó Cúailnge' and has a 'Background information' button. The text is presented in two columns: the original Irish text on the left and its English translation on the right. The Irish text includes the title 'The Cattle Raid of Cúailnge: How Cú Chulainn got his name' and several paragraphs of text. The English translation includes the title 'When they had all come to the feast, Culann asked Conchobar:' and several paragraphs of text. At the bottom, there is a 'Download' button and a 'Jump to text' button.

ASNC Spoken Word - Irish - Táin Bó ...

ASNC Spoken Word

UNIVERSITY OF CAMBRIDGE

Department of Anglo-Saxon, Norse & Celtic

Insular Latin | Old English | Old Norse | Medieval Welsh | Medieval Irish | Continental Celtic

Irish - Táin Bó Cúailnge

Background information

The Cattle Raid of Cúailnge: How Cú Chulainn got his name

Ó ráncatar uli fárcam dond fhleid, asbert Culann fri Conchobar:

'In fritháid nech infar ndiaid?' ol sé.

'Náthó,' ol Conchobar. Nícho chuanm lais dáí a daltai ina diaid.

'Atá érchú lem-sa,' ol Culann. 'Tri slabrada fair agus triar cacha slabrada. Léicther de dáig ar n-índli agus ar cethra, agus díntar in les.'

Tic in gilla fo shodain. Fónópair in cú. Nos fethed-som a cluche colléic. Focherded a liathróit agus focherded a loirg ina diaid co mhénad in liathróit. Níche móo in band óldás a chéic. Agus focheird a bunsraig ina ndiaid conda gebed re totim. Agus náro thairmesc a chluachi inna ce ro boí in cú agus ascnam. Torbais Conchobar agus a muintir aní sin connácho éir leó a n-ólasacht. Indar leó ní faircbáit i mbetháid ara

When they had all come to the feast, Culann asked Conchobar:

'Do you expect anyone to follow you?'

'No,' said Conchobar. He did not remember the arrangement with his fostering to come after him.

'I have a blood hound,' said Culann. 'There are three chains on him and three men holding each chain. Let him be loosed to guard our cattle and our stock and let the fort be shut.'

At that point the boy arrived. The dog made for him. He still kept on with the play; he would throw his ball and then throw his hurley after it so that it struck the ball, neither stroke being greater than the other. And he threw his toy spear after them and caught it before it fell. And though the dog was approaching him, it interfered not with his play. Conchobar and his household were so dismayed by this that they could not move.

Download

Jump to text

Figure 6: *Táin Bó Cúailnge* – Univ. Cambridge, ASNC Spoken word

Considerations

some points to keep in mind

- intended learning goals
- suitability of material
- institutional framework
- technical framework
- avoid or mitigate incoherency

Open Educational Resources

Open Educational Resources

learning materials

available online

free to use, free of charge

Learning Repositories

Online directories of available OER

oercommons.org

ariadne-eu.org

academicearth.org

openlearnware.hrz.tu-darmstadt.de

edu-sharing.net/portal/web/edu-sharing.net

[youtube.com/education?category=University &c.](http://youtube.com/education?category=University)

Online directories of available OER

oercommons.org

ariadne-eu.org

academicearth.org

openlearnware.hrz.tu-darmstadt.de

edu-sharing.net/portal/web/edu-sharing.net

[youtube.com/education?category=University &c.](http://youtube.com/education?category=University)

can be used to *publish* resources as well ...

benefits of E-Learning can be also realised outside of large scale projects
possibilities and benefits of modular approaches very real
possible applicability of other subjects