

"the Cronus Syndrome": a Quantitative Study for the Evaluation of Local History as a Teaching Subject in the Educational Reality of Secondary Education in Gamified Inclusion Classes

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Abstract

The purpose of this research is to identify local history as a necessary teaching subject in the educational reality of Greek Secondary Education, in inclusion classes. The objective is twofold: to explore the attitudes of the school community towards teaching local history as an autonomous subject in the curriculum, and the role of game based learning as a teaching tool for adolescent students. The study was based on the collection of quantitative data through questionnaires completed and processed by 11% of the serving teachers in Lesvos this school year and 155 students from all three grades of the 2nd High School of Mytilene. The local history of Mytilene was chosen for this study to investigate whether the teachers and students of the sample believe it should be taught, and whether gamified historical knowledge can manage learning difficulties. Additionally, the aim was to examine the development of skills in adolescents through gamified historical literacy inside and outside the classroom. The research results showed that the playful teaching of local history helps in discovering the past through the present in an experiential manner. The locality of events "embedded" within the national and international historical context, has not been studied sufficiently or systematically so far. The "schooling" of local history requires further investigation in an attempt to make it "visible" instead of "invisible", in order to be loved by the student by transforming it from academic knowledge into "game".

Keywords: Emotional Intelligence; Gamification; Historicity; Indoor and Outdoor Education