

Teachers' Guide

Research matters not only because it is a way by which we generate knowledge for ourselves and for society but also because of the valuable range of skills that participants develop in the investigation process ... The skills acquired are valuable for citizens in a participatory democracy. They are also important life skills in the workplace, the marketplace and the home. And they are essential intellectual assets for success in formal education and lifelong learning.

Discovering Democracy through Research, Commonwealth of Australia 2000, pp 1–2

Consistent with the directions of other nationally significant education projects, *Working the Web: Investigating Australia's wartime history* promotes the important goals of research-based investigation. It aims to:

- better acquaint teachers and students with the remarkable range of resources on the websites of the Veterans' Affairs portfolio
- demonstrate how valuable records of Australia's war and peacekeeping experiences can be integrated into engaging classroom practice.

Inquiry learning

The ten investigations in this book refer to a process of inquiry in which web-based research plays a significant role. Students learn how to locate relevant information, maintain notes and bookmarks of their research and to assess the significance of discovered data. They also make decisions about an appropriate audience for their findings and design their own presentations using methods such as posters, oral reports and multimedia.

The inquiry method modelled in this resource is a three-stage process based on focus questions. Each investigation is unique but uses a consistent structure of headings that assist teachers and learners to identify the skills acquired. Table 1 summarises the stages of the inquiry process used in the investigations and the associated skills.

Table 1 Inquiry process

Inquiry process	Skills
Working the web	Finding relevant resources including images, maps, letters, reports, databases and video and audio clips. Using browser bookmarks and written notes to maintain records of sources.
Identifying and analysing	Sorting information into categories and selecting what to keep and what to discard. Highlighting key issues for reflection, discussion or expression of opinion.
Presenting the findings	Bringing the findings together. Deciding on audience and appropriate forms of presentation. Presenting to others formally or informally.



Australian and New Zealand troops at Gallipoli, 1915.

AWM C03420

Learning through ICT

Although the present era is often described as an 'information age', the growth of information and communication technologies (ICTs) has occurred gradually over the past century.

While not all schools have equitable access to computers, education systems throughout Australia recognise the power and potential of ICT and have established policies to encourage computer use. Their decision is supported by recent research that provides many persuasive arguments for using computers in the classroom. ICT skills are becoming foundational for most students' future learning and employment. A discussion of the role of ICT in teaching and learning can be found online at:

www.hyperhistory.org > Guide for Teachers of History > History and ICT

The *Making History* teacher guide was published in 2003 as part of the Commonwealth History Project and includes teaching advice and many practical suggestions for classroom activities.

Web-based research processes

Internet research

While Internet research has some parallels with research from print sources, its proficient use requires users to have some specific technical skills. In order to use the web confidently and competently, researchers must develop efficient search strategies and be able to save and manage any information they locate.

Some essential research skills are common to traditional print-based study as well as web-based learning. Both print- and web-based research involve organisation and filing of information in order to keep track of sources. Students need to understand how to organise and save web addresses, images and electronic files so they can be retrieved later, possibly on another computer or taken home. At some stage of their research, even the most capable computer users will want to print hard copies of their data. It is recommended that students maintain an orderly system of indexed folders where they can store paper copies to retrieve them quickly for future reference. If set up to do so, computer printouts can automatically include the date and URL of the website at the bottom of the page. However, if these details are not printed, students will need to label each page carefully. The date and web address is critical for accurate citation of sources and for relocating appropriate pages if students need more information.

The cognitive skills of analysis and interpretation are also common to web- and print-based research. Many students accumulate vast quantities of data but then have difficulty determining what is relevant or irrelevant to the question under investigation. Teachers can assist by conducting several formal lessons that help

students analyse and interpret focus questions. Examining the structure of paragraphs in order to identify main and subordinate ideas can be another useful strategy.

A practical way to coordinate research is to encourage students to use differently coloured highlighter pens to identify related facts or content. The highlight function of Microsoft Word allows users to do the same thing with a digital document.

The descriptions below explain some of the common skills needed for effective web-based research and presentation. Teachers should become familiar with the most frequently used terms and encourage their students to use them.

Authenticating

The ease with which text may be copied from the Internet and inserted into new documents has raised new problems for the authentication of work. Students should be advised that plagiarising information and attempting to pass it off as their own work is a breach of copyright and is also educationally unacceptable. The investigations in this book encourage students to conduct original research, use their own words and value their own reasoned opinions. Encourage students to question the authenticity and reliability of information on the Internet.

Bookmarking

As the name suggests, bookmarking stores a website address within the browser of a single computer. It eliminates the need to conduct new searches every time users want to use the same website. Bookmarked websites can be accessed later on that same computer via the pulldown menu at the top of the browser window. As the activities in this book concentrate on the Veterans' Affairs portfolio websites, it is strongly suggested that users find and bookmark all the Veterans' Affairs websites listed in this Teachers' Guide.

In your browser, go to File > Open and type the URL of the website into the task pane. Once the website appears on screen, pull down the 'Favorites' or 'Bookmarks' menu and select Add Page to ...

Citation and attribution

Many of the activities in this book require students to construct lists of references from print and Internet sources. A basic recommended standard for Internet citation is:

author's last name, author's first name (if known) or initial; the date of the document or last revision (if available); the title of the source/page; the full title of the work, in quotation marks; the full URL, followed by the date of access in parentheses.

For example:

Horner, David (2002) 2002 History Conference – Remembering 1942, 'High command and the Kokoda campaign', <http://www.awm.gov.au/events/conference/2002/horner.htm> (2 November 2003)

Glossary of web terms

Bookmarks	website addresses that can be saved, categorised and renamed for later use. (They are listed as 'Favorites' in Microsoft Internet Explorer or as 'Bookmarks' in Netscape.)
Breadcrumb trail	a trail of links that indicate a navigation path through a website.
Broadband	an Internet connection with a high data transfer rate that allows access to rich media content.
Browser	a computer application (for example, Microsoft Internet Explorer, Netscape) that facilitates access to the World Wide Web.
Download	to copy data from the World Wide Web to the user's local computer.
Help	information and advice to assist users with any problems encountered while using software or accessing websites.
HTML	(HyperText Markup Language) – the underlying code used to construct a website and enable a browser to display the design of a page.
Link	abbreviation for hyperlink; a connection between one website and another or as an internal link, a connection between different sections of the same website.
Menu	a directory of choices, usually provided to users as drop-down or pop-up lists.
Modem	a device that connects a computer via a telephone line enabling it to 'talk' to the Internet.
Narrowband	generally a telephone dial-up connection to the Internet, slower than broadband.
Navigation	a series of clickable graphic components or menu items that link to specific parts of a website.
Plug-ins	applications that allow users to view text, animations and multimedia in larger applications such as Macromedia Flash, Shockwave, Real Player or Windows Media Player.
Pop-up	a window that 'pops up' in front of another and can be closed separately.
QuickTime	an Apple application for making and playing audio files or short film clips over the Internet.
Search engine	a tool for searching for information on the Internet by keyword or topic. Popular search engines include Google, Yahoo and InfoSeek.
Shopping cart	a facility for gathering and storing items for later access or use.
Site map	an information screen, often hyperlinked, that provides an overview of a website.
Task pane	a small window pane that prompts users to enter data or make a selection.
URL	(Uniform Resource Locator) – the unique address of a website which enables a browser to identify and locate the website on the Internet.
Window	the active panel displaying current information on a computer screen.

Copyright and legal issues

Material on the Internet is intellectual property and so is subject to the *Copyright Act 1968* and other laws governing ownership of such material. While images and text may be used for research and teaching purposes, it is illegal to use, reproduce or transmit (for example, email) them for any other purpose. The activities in this publication are designed for the classroom and, if implemented as described, will not infringe intellectual property rights. You are reminded that your students also hold rights over the material they create. That material may not be published or distributed without their permission.

The *Copyright Act 1968* also prohibits false attribution of authorship and derogatory treatment of works. Ensure that you and your students always correctly attribute authorship, and treat with respect any text, images or photographs created by others.

Downloading

It is often possible to copy text, images, audio and video files and even software applications to a user's local computer. However, it is the responsibility of teachers to ensure that students are compliant with any school policies regarding such downloads. Downloads are restricted by copyright (see above) and may take some time to save depending on the individual construction of the website and the size of the selected item. Users can then integrate the downloaded learning objects into their own documents or multimedia creations. The website of the Australian War Memorial (AWM) also has a useful 'shopping cart' function where users can collect and view images prior to download.

To download an image, move the cursor over the image, hold down the right-hand mouse button (for PCs) and click 'save picture as' in the dialogue box or control + mouse button (for Macintosh) and click 'download image to disk'. The image can then be renamed and saved on the user's local computer in a suitably named folder. Text from websites can also be saved by highlighting it and copying it into an application such as Microsoft Word.

Navigating

The graphic design of many websites includes lists of links. These can be identified easily as the arrow cursor changes to a pointing hand when it touches an active link. The image at right shows the left-hand side navigation on the website of the AWM as a typical example. However, links can be placed anywhere on a site.

Computer browsers memorise the navigation steps in any particular session. Users can select forward or back arrows on the toolbar or use the 'Go' or 'Go to' menu to return to previously accessed pages.



- About the Memorial
- Commemoration
- Australians at War
- Research & Family History
- Biographical Databases
- Collection Databases
- Education
- Events & Exhibitions
- Products and Services
- Corporate Information
- Support the Memorial
- Online Shop & Photo Sales

In this text we have used a standardised method of giving instructions for navigation. The web address for the particular reference will be given first, followed by the > symbol (angle bracket) indicating a selection on that page of a menu or button option. Each subsequent selection at the next level is also designated by the > symbol.

www.awm.gov.au > Encyclopedia > Confrontation (Indonesia) 1964–1966

Searching

Typing keywords into a search engine allows users to find relevant websites. Enclosing keywords with “double inverted commas” or combining words with a + sign (for example, Anzac + landing) conducts a narrower and more specific search. It may also be possible to search within a website. The Veterans' Affairs portfolio websites each have their own search capability that assists users find content of interest within the individual site.

Overview of the Veterans' Affairs portfolio websites

Department of Veterans' Affairs website



Australian Government
Department of Veterans Affairs

www.dva.gov.au

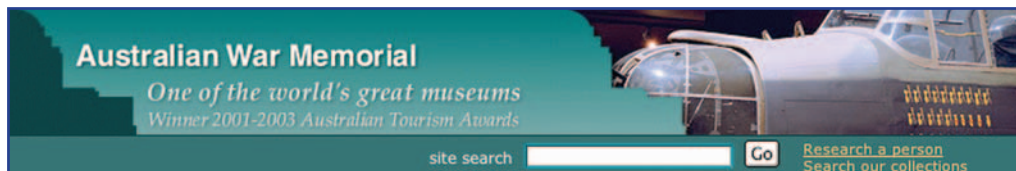
The Department of Veterans' Affairs (DVA) Commemorations Program *Saluting Their Service* honours the contribution of Australia's servicemen and women in wars, conflicts and peace operations. The website provides a wide range of commemorative information, including the history of Anzac Day and Remembrance Day, commemorative news and events, education resources and online publications.

The links under the Top Stories of the 'Commemoration' area of the site provide information about current activities and initiatives of DVA. These stories are valuable teaching resources because they explain remembrance and commemoration as ongoing processes, not practices confined to the distant past. The student activities under 'Commemoration' on this website contain useful contact information, advice about conducting interviews with veterans, and a variety of student activities and worksheets suitable for both primary and secondary students. A drop-down menu with the words 'How to find information about ...' acts as a site map on which users may locate information under relevant headings.

www.dva.gov.au > Commemoration > Activities > Student activities

Australian War Memorial website

www.awm.gov.au



This site does a number of things. It can help you to: plan your visit to the Memorial; research your family history; learn more about Australia's involvement in overseas conflict and peacekeeping; purchase a book or souvenir from our online shop and discover items in our vast national collection, ranging from works of art, photographic images and militaria to relics such as aircraft, tanks and guns ... Director's Favourites will give you an indication of [the] collection's diversity and a feeling for the commemorative spirit captured at the Memorial.

The AWM's vast and well-organised website contains information about current news and events, a virtual tour of the memorial and links to the extensive holdings of the collection and biographical databases. From 'Rolls of Honour' and 'Nominal Rolls', students can research the names of family members who served in war or peacekeeping and through a link to the World War II Nominal Roll, can even print an impressive certificate of an individual's service in World War II (go to www.ww2roll.gov.au). A useful hyperlinked 'Encyclopedia' facilitates navigation of the AWM website and enables alphabetical searches of information about many war-related topics from Anzac biscuits to the Z Special Unit fighting Operation Jaywick. Users will also find bibliographies of useful resources and a guide to the education services that the AWM can provide to schools.

Student activities are available at:

www.awm.gov.au > Education > Classroom > Activities

Australians at War website

www.australiansatwar.gov.au

Australians at War provides animated documentaries, video, audio and activities where students can re-live some of the greatest events in our history, as seen through the eyes of the men and women who were there. It also allows you to examine artefacts such as diaries, photos, journals, letters and memorabilia that are featured in the themes of Mateship, Courage Under Fire, Getting Through It, Aussie Know How, Thoughts of Home and Worn with Pride.



The clickable 'Site Map' is a very good starting point for users of this website. It provides a clear overview of all site content, supports users with technical information and assists easy navigation. The home page of the website also includes a 'Find' function that allows users to search by keyword.

'The Great Search' contains a hyperlinked list of conflicts from the Boer War to recent Australian engagements in peacekeeping. These links make it possible to locate a range of personal experiences from specific wars. Many of the stories contain fascinating audio or video files and can also be accessed through 'The Command Centre'. Throughout the website, prominent orange navigation buttons and slide bars guide user navigation.

Teachers will find downloadable pdf files in the 'Education Kit'. These are digital copies of thematic teaching units from the Australians at War kits and are based on the television series of the same name that was commissioned by the Australian Government through DVA, in cooperation with the AWM, as part of the commemorations to mark the Centenary of Federation in 2001.

Student activities are available at:

www.australiansatwar.gov.au > Education Kit

Visit Gallipoli website



www.anzacsite.gov.au

This website is primarily dedicated to the Anzac landing at Gallipoli and the commemorative site that marks those historic events. Its elegantly designed home page provides easy navigation of the website and leads to pages that create a very

personal sense of the drama and agony of the Gallipoli campaign. Sepia photos and extracts from diaries and letters arouse empathy for the participants and for their families back home in Australia. The historic vistas of Gallipoli terrain may be compared and contrasted with modern colour photographs of the same areas. The website includes a useful timeline, a detailed guide to the 'Anzac Commemorative Site', practical advice about 'Visiting Gallipoli Today' and a range of materials and suggestions for 'Teaching Gallipoli'.

Student activities are available at:

www.anzacsite.gov.au > Teaching Gallipoli > Education Resources

Australia's War 1939–1945 website



www.wv2australia.gov.au

Australia's War 1939–45 website is characterised by a scrolling menu that provides easy access to eighteen World War II themes.

Each theme presents an informative summary of events supported by primary sources such as original documents, historic recordings, posters and enlargeable images. Accessible language and an engaging range of relevant visual and audio material make this site an excellent 'first stop' for students researching World War II.

Additional Veterans' Affairs portfolio websites

The Internet is a rapidly changing medium and additional websites and new pages on existing sites are continually being added. At the time of publication, some additional websites include:

- the Australians at War Film Archive, containing transcripts of interviews with Australian veterans
- the People's Voice website, which includes stories of communities from across Australia, building a history of the nation
- the Australian War Memorial's highly interactive website designed for upper primary students.

For the latest details of these new developments and their web addresses, consult the DVA and AWM websites.

Indicators of student achievement

Recommended levels

Each investigation has a graph indicating the recommended level. The target student level is indicated in a darker shade and a lighter shade indicates that the content and activities can be readily modified or adapted to a higher or lower level.

Teachers should be aware that as students undertake their own research on these websites they may come across some disturbing or challenging images. These may include images of injured or deceased service personnel or civilians. For this reason, in some activities teachers are advised to research and download the relevant resources themselves, rather than directing students to independent investigation.

Indicators of student achievement

Each investigation lists some specific indicators relevant to the particular activities and content of the chapter. In addition, the following indicators of student achievement are common or generic and relevant to all investigations:

- **feel confident to locate** relevant evidence from a range of print and Internet resources
- **collect** relevant evidence from a range of print and Internet sources
- **recognise** and **develop** empathy for the effects of wars on combatants and their families
- **operate** in cooperative groups to write scripts, conduct interviews and present findings
- **select** relevant primary source material
- **categorise** and **organise** information
- **analyse** photographic images
- **hypothesise** or **speculate** and test these ideas against historical evidence
- **assess** the impact of changing technology
- **appreciate** the changing understanding of Australia's role as an ally and a member of the Commonwealth
- **evaluate** the importance of various forms of commemoration.

Links to national initiatives and priorities

This DVA resource has been informed by and is linked to several key Australian Government initiatives in SOSE-related education.

Discovering Democracy

The *Discovering Democracy Schools Materials Project* (1997–2004) is a national civics and citizenship education project designed to develop the knowledge, concepts,

understanding, values and attitudes of Australian students so they can participate in their society as well-informed, effective and responsible citizens.

The connections between the Investigations in this book and the Discovering Democracy themes and materials are indicated in the following table.

Discovering Democracy links

Working the Web investigation	Discovering Democracy resource	Units or sections of the Discovering Democracy resource
1 Lest We Forget	<i>Middle Primary Units</i>	We Remember (pp 67–98) www.curriculum.edu.au/democracy/ddunits/
1 Lest We Forget	<i>Australian Readers Middle Primary Collection</i>	Lest We Forget (pp 34–35)
3 Lives Shaped by War	<i>Australian Readers Upper Primary Collection</i>	Australia is my country (p 27)
1 Lest We Forget 3 Lives Shaped by War 5 Women at War 10 Prisoners of War	<i>Australian Readers Lower Secondary Collection</i>	The Anzac Legend (pp 42–47)
9 Australia under Threat	<i>Australian Readers Middle Secondary Collection</i>	Feeling the Strain (pp 8–9)
1 Lest We Forget 2 For Kith and Kin 3 Lives Shaped by War 5 Women at War 6 Recording Australia's War Experiences 7 When Cold Wars Become Hot	<i>Discovering Democracy through Research</i>	Our Town (pp 63–76) Images of Australia (pp 93–110)
7 When Cold Wars Become Hot 9 Australia under Threat	<i>Australia's Democracy – A short history by John Hirst (Allen & Unwin)</i>	Threats to democracy (pp 125–75) Rights and limits 1960–2000 (pp 176–221) Protests in the streets (pp 186–194) Nation (pp 244–59) Soldiers (pp 284–94)

MAD MOUSE

Each investigation has a short set of questions that can be used as an individual, group quiz or extension activity. Mad mouse is intended to be a fun way of developing and testing students' abilities to use browsers and search facilities for locating information on the Internet.

The Commonwealth History Project and historical literacies

The Commonwealth History Project (2003–2007) builds on the work of the National History Project (2000–2003) and aims to improve the teaching and learning of history in Australian schools. The NHP created and distributed a range of new resources in 2003, including the Making History units for upper primary and middle secondary schools and a suite of online resources available at the website of the National Centre for History Education (NCHE).

www.hyperhistory.org

Among the online resources, *Making History – A guide for the teaching and learning of history* provides advice to teachers on how students learn history and how the task of teaching can be enhanced using the latest education research. *Making History – A guide* describes how the concept of historical literacies can be used to build students' historical understandings, which are so crucial to their appreciation of Australia's wartime experiences.

'Historical literacy' refers to the range of key abilities and concepts that are required to develop a thorough understanding of history. The literacies are described and discussed in detail at the NCHE website and are used throughout this *Working the Web* resource. In each investigation the relevant historical literacies are highlighted in the side column adjacent to the Indicators of student achievement section.

The historical literacies are:

- 1 Events of the past
- 2 Narratives of the past
- 3 Research skills
- 4 The language of history
- 5 Historical concepts
- 6 ICT understandings
- 7 Making connections
- 8 Contention and contestability
- 9 Representational expression
- 10 Moral judgement in history
- 11 Applied science in history
- 12 Historical explanation.