

# **eFuture lesson plan**

## **Web 2.0 and/or Mobile learning**

### **Title**

Teaching Science through Dipity

Class: Science (but can be reused for any subject)

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### **Description**

This lesson attempts to bring the characters and timelines of scientific discovery alive for the students of the subject through the use of multimedia timelines that they create for themselves.

Outcomes include:

- Enhanced research skills
- Collaborative working
- Peer assessment
- Use of multimedia and Web 2.0 tools

## Teaching Science with Dipity

The aim of this lesson is to bring the personalities and stories of science alive for the students. They will use Dipity (<http://www.dipity.com>) to create multimedia timelines of particular characters, scientific developments of phenomena. Through this they will have to research the subjects in some depth, filter information into usable chunks and discard ephemera, create their own resources and re-use resources from the web.

### Resources required

#### Dipity background

Dipity is an online tool for creating multimedia timelines. It is pleasingly simple to use and works very well for learners who are visually clued.

Users can create, share, embed and collaborate on interactive, visually engaging timelines that integrate video, audio, images, text, links, social media, location and timestamps.

Dipity states "Dipity is the fastest and easiest way to bring history to life with stunning multimedia timelines."

There are already a great many Dipity timelines in place – linked to some fantastic media – that you can use in classes from across the curriculum. To get an idea of what's there and how Dipity can be used take a look at some of the following examples:

A decade of 9/11

<http://www.dipity.com/DemocracyNow/Democracy-Now-From-9-11-To-Mission-Accomplished/>

Nanotechnology at IBM Research

<http://www.dipity.com/ibmzrl/Nanotechnology-at-IBM-Research/>

The History of the Wheel

<http://www.dipity.com/StevePro/History-of-The-Wheel/>

Prince William and Kate Middleton's courtship

<http://www.dipity.com/StevePro/Prince-William-and-Kate-Middleton-Courtship/>

## **Dipity Account**

It is not essential to have a Dipity account to create a timeline. However, by setting one up you can invite your students to become fellow editors of your timelines (using their email addresses). This will be needed to begin collaborative group work.

To set up a Dipity account go to <http://www.dipity.com> and fill in your details where required.

## **Internet access**

Dipity lives on the web, thus your students must all have access to the internet to get to it. They will also require access to the web to conduct research and re-use multimedia materials.

## **Lesson 1: introduction**

*Aim: to introduce the concepts of timelines and how they can be useful to understand development of ideas, concepts and people. An understanding of the necessity to look at all factors of a period to understand how each can effect the other.*

What is a Timeline?

Explanation of what Timelines. Show how timelines can be expressed in different formats and the amount of detail (or not) they can contain.

Make reference to some of the more famous timelines that people may not consider e.g. Bayeaux Tapestry

### **Task 1: individual task**

Ask students to examine a set period in their own lives – a day, a week, a year – or even one minute – and get them to sketch out a rough timeline for that period. Look particularly at the mass of information that could go in e.g. conversations, what's on TV, what colour was the postman's tie etc.

Have a group discussion about how you filter data to only leave that which is pertinent and relevant.

### **Task 2: Group activity**

*Aim: to use Dipity to reinforce and extend upon subject matters being covered. In this plan I will use the development of the Smallpox Vaccine as an example – the correlating timeline can be seen at <http://www.dipity.com/timeline/Smallpox-Vaccine/>*

Take a subject that you have been looking at – person, phenomena etc. If you wish you can split the class into groups and have each focus on some different aspect e.g. in the development of the Smallpox vaccine half the class could focus on the timeline of the disease while the other half could focus on the timeline of Edward Jenner and his development of the vaccine.

The class could have a good grounding in the subject under scrutiny – but you could also use timeline development as an opener into a subject.

Assign individuals within each group to lead on researching YouTube, Vimeo etc for video content. Assign others to looking at online newspaper archives for information. Others could be doing Google searches for related information.

The tutor should take a “roving brief” and move amongst the class to monitor and to show how some aspects of the timeline will lead to the need for further research of associated areas while others may be left as “end-points”.

Assign one or two students from each group to act as archivists, creating the timeline from the information others are giving them.

When created, publish the timeline for comment and, if you wish, open it up to all users to edit (in Dipity settings), monitor how this works over a period of weeks to see if your timeline is added to.

### **Other uses for Dipity**

Dipity can be put to other uses too. What about Dipity as:

- A personal blog/timeline for each student where they can record the things that are effecting them on a daily basis
- A school timeline – get contributors from across the school to add on a daily basis what’s going on at school and in their classes.
- A daily newspaper – ask students to submit material on what’s gong on in Dublin or elsewhere each day e.g. main headlines.

This project has been funded with support from the European Commission. This publication [reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.