

Technologies, Pedagogies, and Content for Blending Humanities and Computing Supporting an Inclusive and Accessible Online Education

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It is recognized that educators must embrace and be at the forefront in technologies, pedagogies, and content in order to offer quality education to all learners. According to the UNESCO goals for sustainable development, quality education that reaches all students is of paramount importance. The work, after reviewing the competency framework for teachers and educators, will present, according to the Technological Pedagogical Content Knowledge (TPCK) framework, a distilled set of technologies, pedagogies and contents suited for introducing computing and Information Technologies when teaching humanities. The study will present the result of a literature review conducted with both a structured and a semi-structured approach. The structured approach will be conducted according to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology and will be coupled, in a semi-structured way, with the resources and experiences of the authors. The implications and best practices for reducing educational barriers to foster inclusive and accessible education for all will be presented. Finally, the design and protocol for a research study aiming to explore whether the use of a block-based approach in teaching Latin will reduce the cognitive load faced by novice students, thus supporting a more inclusive approach in teaching Latin, Humanities, and Computing will be presented.