

Europeana Learning Scenario

Title

Imagine life before the internet

Author(s)

Maravelaki Sofronia

Summary

"Imagine Life Before the Internet" is a cross-curricular learning scenario intended for 7th Graders (1st grade of Junior High school, 12-13 year-old students). The topic encompasses different curricular areas (History, ICT, Technology) integrated with the English Language Arts (speaking, writing, listening and reading). The students' competence in English ranges between levels A1 – B1 according to the CEFR. The general aim of the scenario is to acquaint students with the technological inventions used in the past for entertainment and communication and make them aware of the impact the internet had on several aspects of human life (work, entertainment, communication, education, relationships, etc). Technological inventions constitute part of the tangible national and international cultural heritage and contribute to the general understanding of the concept of innovation and entrepreneurship in society and how imagination and creativity shape the way to the future. Students communicate and collaborate with each other, engage in group work, research the topic, compare and contrast, reach conclusions, make digital products and publish their work on the internet.

CEFR, 2001: <https://rm.coe.int/1680459f97>

CEFR, 2018: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

Table of summary

Subject	English (EFL), History, Technology, ICT
Topic	"Imagine life before the internet" is a cross-curricular learning scenario for use in an EFL classroom. The topic encompasses different curricular areas integrated with the English language arts (speaking, writing, listening, reading).
Age of students	7 th Graders (12-13 year-old students) 1 st Grade of Junior High School
Preparation time	1 teaching session (45 minutes) Students have already formed groups and established group work rules. The teacher introduces students to the Europeana and Historiana platforms and gives instructions of proper use of the resources. Teacher and students discuss cultural heritage and its importance. Teacher gives students instructions on the web 2.0 tools used in this learning scenario: Padlet, Popplet, Adobe Spark. Students register in Popplet and Adobe Spark with their group e-mail accounts and verify the accounts. The accounts can be verified by the teacher or the students themselves during the preparation session. The activities take place in the computer lab where there is also an interactive whiteboard. Objectives: To discuss and explore cultural heritage To become familiar with the Europeana and Historiana platforms To give instructions on the use of specific web 2.0 tools To register and log in to the web 2.0 tools

Teaching time	4 teaching sessions of 45 minutes each
Online teaching material	<p>You Tube Videos</p> <p>The Greek ICT Museum https://www.youtube.com/watch?v=OKZcbe8ZdfA</p> <p>10 Best Uses of the INTERNET! https://www.youtube.com/watch?v=rniOZmmPWsQ</p> <p>From Stone Age to Tech Age: The Big Ideas that Shaped History https://www.youtube.com/watch?v=u43zr_7Y0ts</p> <p>Websites</p> <p>Greek ICT museum https://elmp.gr/</p> <p>Greek ICT museum Virtual Tour https://elmp.gr/3dvirtualltour/</p> <p>Web 2.0 tools</p> <p>Padlet https://padlet.com/frynimarvel/LifeBeforeInternet</p> <p>Popplet http://popplet.com/</p> <p>Adobe spark https://spark.adobe.com/</p>
Offline teaching material	Cartaditalia, Vol.2, 2018 European Year of Cultural Heritage (pdf)
Europeana resources used	<p>Europeana: https://www.europeana.eu/portal/en (Free to use images)</p> <p>Historiana Collections - Mobile phones: https://historiana.eu/#/historical-content/source-collections/mobile-phones</p>

Licenses

Please indicate below which license you attribute your work with by picking one of the options below. We do **NOT** recommend the last option – in case you pick that one, your work will not be translatable or editable. If you include images in the learning scenario, please make sure to add the source and licenses under the pictures themselves.

✓ Attribution-NonCommercial-ShareAlike CC BY-NC-SA.

Integration into the curriculum

The National Curriculum for foreign languages (FL) in Greece is the Unified Curriculum for Foreign Languages (EPS-XG) and it follows the systematic planning of the FL levels/criteria defined by the Council of Europe (CEFR). The aim of the EPS-XG curriculum is to promote multiliteracies toward a holistic development of learners by enhancing their linguistic, pragmatic, sociocultural and sociolinguistic knowledge. The use of technology is encouraged toward a multimodal approach to FL learning through technological tools which can increase motivation and the achievement of learning objectives and strategies. It holds a learner/learning centered view of FL education and aims at differentiated FL learning by taking into account different learners' origin, needs, preferences, background and style and, linking outside-classroom reality to inside-classroom language pedagogy. The textbook [Think Teen 1st Grade of Junior High School](#) is the official textbook used for the teaching of English in the respective grade. In unit 5 (pages 75-79) there are readings about museum guidebooks, an interview with an English teacher talking about teenage life in the past, a technology questionnaire about internet use, exhibition photos and the use of Past Simple Tense to describe past habits and states. This learning scenario fits highly into the EPS-XG curriculum and the textbook as it incorporates the trends Project-Based Learning, Collaborative Learning, Student Centered Learning, Cloud Based Learning, web resources and technology tools, assessment of achievement of learning goals and outcomes, and also deals with the textbook's topics, accomplishing this way the aims and objectives of the EPS-XG curriculum.

Aim of the lesson

The general aim of the lesson is to acquaint students with the technological inventions used in the past for communication and make them aware of the impact the internet had on several aspects of human life (work, entertainment, communication, education, relationships, etc). Additional aims of the learning scenario:

- To make students aware of the fact that technological inventions constitute part of the tangible national and international cultural heritage.

- To promote collaboration and communication among students, enable them to take the initiative, be responsible and accountable towards team mates and respect each other.
- To acquaint students with technology tools and resources and make them aware of responsible and fair production and use of online materials and respect of copyright laws.
- To develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing and to revise and reinforce grammar structures already learnt.

Trends


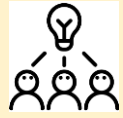
Project-Based Learning; Collaborative Learning; Student Centered Learning; Cloud Based Learning; Learning materials: shift from textbooks to web resources; Assessment: "what you can do."





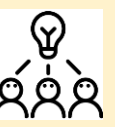
21st century skills





One way to support the development of 21st century skills in students is by using technology integrated with core subjects, sound principles of learning, and standards of assessment geared to student needs and interests. P21 developed the *Framework of 21st Century Learning* which comprises three clusters of competencies with various sub-skills each: 1. Learning and Innovation Skills: a) critical thinking and problem solving, b) creativity and innovation, c) communication and collaboration; 2. Information, Media and Technology Skills: a) information literacy, b) media literacy and c) technology literacy; 3. Life and Career Skills: a) flexibility and adaptability, b) initiative and self-direction, c) social and cross-cultural skills, d) productivity and accountability, e) leadership and responsibility. This learning scenario corresponds to various of the above 21st century skills and competences as it promotes communication [*students communicate ideas and messages in a foreign language*] and collaboration [*students collaborate in groups in order to achieve a common goal*], information and technology literacy skills [*students search online resources, download digital items, save digital items for later use*], creativity [*reuse digital items and create an original product – a poster*], initiative and self-direction [*students are self-motivated and take the initiative for their own learning*], productivity [*students do collaborative work that results in a product*], accountability and responsibility [*students are accountable to teammates and responsible as a team for the outcome of the project*].




Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.

Name of activity	Procedure	Time
Session 1	DSI-4 – Imagine Life Before the Internet	45 minutes
Activity 1:  Introduction to the topic	Students watch the following video and guess the topic of the lesson: <i>10 best uses of the internet</i> https://www.youtube.com/watch?v=rniOZmmPWsQ What are we going to talk about in this lesson? Objectives: To watch and understand a You Tube video; To grasp the substance and central idea of what is heard; 21st century skills: Communication, Critical Thinking	5 minutes
Activity 2:  Brainstorming	Students answer the following questions based on the video they have watched and their personal experiences and also add ideas of their own (<i>teacher writes the answers randomly on the whiteboard</i>). 1. What is the internet used for? 2. What do you usually do on the Internet? Objectives: To answer questions and put ideas in proper sequence; To narrate simple experiences and series of events; 21st century skills: Communication, Critical Thinking	10 minutes

<p>Activity 3:</p>  <p>Collaborative Group Work</p>	<p>The teacher announces to the class that they are going to make a mind map in order to link the ideas relating to the topic of internet use.</p> <p>The class is divided in groups of four and once workgroups are established, each group sits in front of a computer and logs in to Popplet (http://popplet.com/) using the group's e-mail account. The students create a mind map with the answers of Activity 2. The students use the key words of the activity to form meaningful connections between the ideas and add further ideas of their own on the uses of the internet today. Groups work on the above questions and at the same time they consult the teacher's notes on the whiteboard. When they finish, they share their mind map in the lesson's Padlet. They give a title to their post and write the name of their group.</p> <p>Objectives:</p> <ul style="list-style-type: none"> To sum up the activity by a mind map; To develop mind mapping skills; To process information critically; To think critically of what to include in a mind map; To give a title to a mind map; To publish a product on the internet. <p>21st century skills:</p> <p>Collaboration, Critical Thinking, Technology Literacy</p>	<p>25 minutes</p>
<p>Activity 4:</p>  <p>Reflection</p>	<p>The groups report back, presenting the results on the mind maps. Each group answers the following questions:</p> <ul style="list-style-type: none"> What do you see in the mind map? What are the most common uses of the internet today? What conclusion has your group reached to? Do you agree or disagree with the results? <p>Objective:</p> <p>To discuss and reach conclusions</p> <p>21st century skills:</p> <p>Collaboration, Communication, Critical Thinking, Initiative, Productivity and Accountability</p>	<p>5 minutes</p>
<p>Session 2</p>	<p>DSI-4 – Imagine Life Before the Internet</p>	<p>45 minutes</p>
<p>Activity 5:</p>  <p>Reccapping</p>  <p>Introduction to the topic</p>  <p>Brainstorming</p>	<p>Teacher opens the lesson by recapping on Activity 4 from Session 1.</p> <p>Teacher states the things that were learnt on the previous day and asks the class for their responses. Teacher asks students the following questions in order to introduce the topic.</p> <ul style="list-style-type: none"> How did people communicate in the past? How were they entertained? Do you know what inventions led to the development of the internet? <p>Watch the following video to find out:</p> <p><i>From Stone Age to Tech Age: The Big Ideas that Shaped History</i></p> <p>https://www.youtube.com/watch?v=u43zr_7Y0ts</p> <p>After watching the video the students discuss the means of communication used in the past (<i>the teacher writes the students' suggestions on the whiteboard: the printing press, the typewriter, the telegraph, the phonograph, the telephone, the radio, the television, the mobile phone, the computer</i>)</p> <p>Objectives:</p> <ul style="list-style-type: none"> To watch and understand a You Tube video; To grasp the substance and central idea of what is heard; <p>21st century skills:</p> <p>Communication, Critical Thinking</p>	<p>15 minutes</p>
<p>Activity 6:</p>	<p>In groups, students do the following activities on the computer. They click on the following resources in order to find and download pictures of the following inventions:</p> <p><i>the printing press, the typewriter, the telegraph, the telephone, the radio, the television, the mobile phone, the computer</i></p>	<p>30 minutes</p>

 <p>Collaborative Group Work</p>	<p>Students make a folder on the desktop of the computer with the name of their group and save all the pictures they download into the folder.</p> <p>Europeana Free to Use Images https://www.europeana.eu/portal/en</p> <p>Historiana Collections - Mobile phones: https://historiana.eu/#/historical-content/source-collections/mobile-phones</p> <p>Objectives:</p> <ul style="list-style-type: none"> To search for information on the Europeana Platform; To search material using specific criteria; To download and save pictures in a file in the computer for later use; <p>21st century skills:</p> <p>Collaboration, Critical Thinking, Technology Literacy, Information Literacy</p>
<p>Session 3 DSI-4 – Imagine Life Before the Internet 45 minutes</p>	
<p>Activity 7:</p>  <p>Introduction to the topic</p>	<p>Teacher describes to the students the role of museums in society, states that there are thematic museums on various topics, explains what a curator is and what he/she does in a museum.</p> <p><i>[The role of the museums:</i> <i>Museums safeguard and conserve movable cultural heritage in their collections. The diversity of museums corresponds to the diversity of their fields of collection – art, cultural history, ethnology, natural sciences, technology and much more. The collections of the museums themselves are an important part of cultural heritage, in many different respects. Each artifact has its own particular meaning and its own original context.</i></p> <p><i>The role of the curator:</i> <i>The curator is the person most familiar with the exhibits. He/she has personally developed and prepared the topics and contexts of an exhibition. In an exchange with the audience, the curator can answer questions, where possible, conveying specific knowledge and entering into direct dialogue with visitors and respond directly to their comments and requests.</i> <i>(Source: Cartaditalia, Vol.2, 2018 European Year of Cultural Heritage)]</i></p> <p>Objectives:</p> <ul style="list-style-type: none"> To acquaint students with the role of museums and curators <p>Class is divided in groups. Teacher tells each group to assume the role of a curator and do the following activity:</p>
<p>Activity 8:</p>   <p>Collaborative Group work</p>	<p>After watching the video about the Greek ICT museum - https://www.youtube.com/watch?v=0KZcbe8ZdfA and going on a virtual tour - https://elmp.gr/3dvirtualtour/, the teacher gives students the following instructions:</p> <p>Imagine you work as a curator in the Greek ICT museum. The managing committee of the museum has asked you to make an advertising poster for the exhibition “Imagine life before the Internet”, in order to advertise the thematic collection at the museum’s website.</p> <p>Use the pictures of the inventions you have downloaded in your group’s folder and make a poster out of them together with text, advertising the thematic collection. Use the web 2.0 tool Adobe Spark https://spark.adobe.com/. When you finish, publish the poster on the lesson’s Padlet.</p> <p>Objectives:</p> <ul style="list-style-type: none"> To assume the role of a curator To think creatively of how to present the poster To think critically of what to include in the poster To collaborate and communicate ideas through the poster To use web 2.0 tools effectively To publish a product on the internet <p>21st century skills:</p> <p>Collaboration, Communication, Creativity, Critical Thinking, Technology Literacy, Information Literacy, Productivity and Accountability, Leadership and Responsibility</p>
<p>45</p>	

Session 4		DSI-4 – Imagine Life Before the Internet	minutes
Activity 9:  Presentation	Group Presentations Have each group present their poster to the class. As each group talks about their poster, they can show the poster using the projector or the interactive whiteboard. Have each group choose a spokesperson and establish a time limit for each spokesperson to talk (maximum 5 minutes). Tell the spokesperson to summarise the key concepts presented in their poster. After all the groups have an opportunity to share, the teacher summarises the lesson outcomes and products.		25 minutes
	Objectives: To perform an oral presentation To enhance communication skills 21st century skills: Collaboration, Communication, Initiative, Productivity and Accountability		
Activity 10:  Debriefing	Teacher asks feedback from students about the lesson, by asking the following questions: Did you like the lesson? What did you like the most? What did you like the least? What did you learn?		10 minutes
	Objectives: To receive student feedback To evaluate the lesson 21st century skills: Collaboration, Communication, Critical Thinking, Accountability		
Concluding Activity:  Evaluation	Students evaluate the products by voting on the lesson's Padlet (peer evaluation) (APPENDIX I) Students evaluate the learning outcomes of the lesson by using a Google form with "can do" statements based on the objectives set in each session (self-evaluation) (Appendix II, with results) Teacher evaluates the learning scenario by using the Europeana-DSI-4-Assessment-criteria Rubric (self-evaluation) (Appendix III, with results)		10 minutes
	Objectives: To develop evaluation skills 21st century skills: Collaboration, Communication, Accountability		

Assessment

Peer assessment: Peer assessment is a collaborative learning technique, in which students assess their peers' work and have their work assessed by peers. It gives students feedback on the quality of their work, often with ideas and strategies for improvement. In this scenario each team assessed the other teams' products by voting in the digital learning portfolio of the learning scenario, that is the Lesson's Padlet.

Self-assessment: Rubrics allow teachers and students to evaluate a lesson based on complex and objective criteria, and provide a framework for self-evaluation, reflection and peer review. In this scenario the teacher self-assessed the learning scenario using the rubric provided by the European Schoolnet Academy online course Europeana (Appendix). Students used the rubric the teacher created on the evaluation of the accomplishment of the objectives of the lesson (Appendix).

***** AFTER IMPLEMENTATION *****

Student feedback

Students were interviewed by the teacher and answered the following questions. The interviews were recorded and viewed by the students and the teacher alike.

Did you like the lesson?
 What did you like the most?
 What did you like the least?
 What did you learn?

Teacher's remarks

Despite some unexpected problems with internet or electricity failure in the computer lab, and e-mail logging in problems, students managed to complete the project tasks and create their digital products. The self-evaluation results revealed that the majority of the students managed to achieve the learning objectives of each session, such as search for information on the Europeana platform 71%, search material using specific criteria 59%, download and save pictures in a file in the computer for later use 77%, assume the role of a curator 35%, think creatively of how to present a poster 35%, think critically of what to include in a poster 41%, use web 2.0 tools effectively, etc. The students were very satisfied with the work done, learned about communication in the past, played the role of a curator and developed 21st century skills.

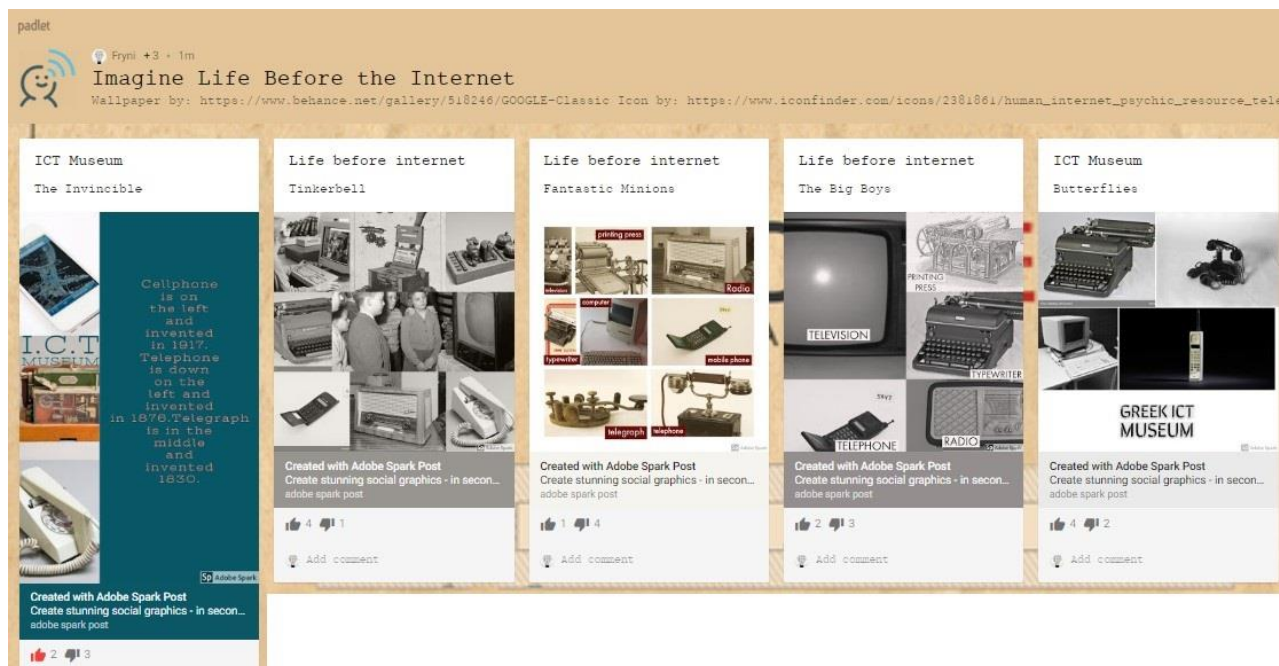
About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

APPENDIX I

Padlet: <https://padlet.com/frynimarvel/LifeBeforeInternet>



APPENDIX II

Google Form: <https://goo.gl/forms/WhzzZKqbgneEiDcKf1>

STUDENT SELF-ASSESSMENT RUBRIC EVALUATION OF LEARNING OBJECTIVES						
	OBJECTIVES	NOT AT ALL	A LITTLE	ENOUGH	A LOT	TOTAL 17 students
1	I can watch and understand a You Tube video -	0	1 5,9	7 41,2	9 52,9	100
2	I can grasp the substance and central idea of what is heard	0	3 17,6	11 64,7	3 17,6	100
3	I can answer questions and put ideas in proper sequence	0	3 17,6	6 35,3	8 47,1	100
4	I can narrate simple experiences and series of events	0	2 11,8	8 47,1	7 41,2	100
5	I can sum up an activity by a mind map	0	4 23,5	7 41,2	6 35,3	100
6	I can think critically of what to include in a mind map	1 5,9	3 17,6	11 64,7	2 11,8	100
7	I can give a title to a mind map	0	2 11,8	4 23,5	11 64,7	100
8	I can search for information on the Europeana platform	2 11,8	1 5,9	2 11,8	12 70,6	100
9	I can search material using specific criteria	1 5,9	2 11,8	4 23,5	10 58,8	100
10	I can download and save pictures in a file in the computer for later use	0	2 11,8	2 11,8	13 76,5	100
11	I can assume the role of a curator	1 5,9	7 41,2	6 35,3	3 17,6	100
12	I can think critically of what to include in a poster	1 5,9	3 17,6	6 35,3	7 41,2	100
13	I can think creatively of how to present a poster	0	4 23,5	7 41,2	6 35,3	100
14	I can use the web 2.0 tool POPPLET effectively	2 11,8	2 11,8	2 11,8	11 64,7	100
15	I can use the web 2.0 tool PADLET effectively	3 17,6	5 29,4	5 29,4	4 23,5	100
16	I can use the web 2.0 tool SPARK ADOBE effectively	0	3 17,6	4 23,5	10 58,8	100
17	I can perform an oral presentation	3 17,6	5 29,4	7 41,2	2 11,8	100
18	I can evaluate products	0	3 17,6	7 41,2	7 41,2	100
19	I can evaluate peers	0	1 5,9	6 35,3	10 58,8	100
20	I can evaluate myself	0	3 17,6	4 23,5	10 58,8	100

APPENDIX III

Criteria for assessing an Europeana Learning Scenario

1. Aim of the lesson and integration into the curriculum

- ☐ The lesson's aim was not clearly defined, nor its place in the curriculum
- ☐ The lesson's aim was clearly defined, but not its place in the curriculum
- ☐ The aim and place were clearly defined, but the workload was too big/small
- ☒ The aim and place were clearly defined and the workload was adequate

2. Subject, topic and trends

- ☐ The subject, topic and educational trends of the scenario are unclear
- ☐ The subject is clear, but not the topic or the educational trends
- ☐ The subject and topic are clear, but not the educational trends
- ☒ The subject, topic and educational trends of the scenario are clear

3. Teaching materials

- ☐ There were no teaching materials included in the learning scenario
- ☐ Teaching materials were included, but they were not very adequate
- ☐ The teaching materials were adequate, but hard to access
- ☒ The teaching materials were adequate and easily accessible

4. Learning scenario and activities

- ☐ The learning scenario does not mention Europeana resources
- ☐ The learning scenario uses Europeana resources
- ☐ The scenario uses Europeana resources, but is off-topic/not age-appropriate
- ☒ The scenario uses Europeana resources, fits the aim and is age-appropriate

5. 21st-century skills

- ☐ The learning scenario does not include any of the 21st-century skills
- ☐ There is a focus on 1-2 of the 4 C's and how these will be addressed
- ☐ There is a focus on 3 out of 4 C's and how these will be addressed
- ☒ There is a focus on all 4 C's and how these will be addressed

6. Assessment

- ☐ The learning scenario does not include evaluation (to assess students)
- ☐ The scenario includes evaluation, but its level does not fit the lesson
- ☒ The scenario includes evaluation at the right level, but it is only partial
- ☐ The scenario includes evaluation which is the right level, detailed & fair

7. General

- ☐ The learning scenario does not include all the steps and is not yet ready
- ☐ The scenario includes some of the steps, but requires adjustments
- ☐ The scenario is clear, easy to understand, and can possibly be implemented
- ☒ The scenario is clear, easy to understand, and can surely be implemented