

# Europeana Learning Scenario Summary

## **“Imagine Life Before the Internet”**

“Imagine Life Before the Internet” is a cross-curricular learning scenario intended for 7<sup>th</sup> Graders (1<sup>st</sup> 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 general aim of the scenario 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). 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. The inspiration for the learning scenario was drawn from the textbook [Think Teen 1<sup>st</sup> Grade of Junior High School](#) which is the official textbook used for the teaching of English in the respective grade, according to the Unified Curriculum for Foreign Languages (EPS-XG) which follows the systematic planning of the FL levels/criteria defined by the Council of Europe ([CEFR](#)). 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 the Past Simple Tense to describe past habits and states. The learning scenario can also be implemented as a cross-curricular eTwinning project, as 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.

### **Preparation Session**

During the preparation session the teacher presented students with the web 2.0 tools Padlet, Popplet and Adobe Spark. Students registered in the tools using the group email accounts. A very brief introduction was made to the Europeana and Historiana platforms Groups were established beforehand so that students get acquainted with each other so as positive interdependence and promotive interaction are established. The activities took place in the computer lab where there is also an interactive whiteboard.

### **Teaching sessions**

During the teaching sessions the students watched relevant videos from the You Tube channel, brainstormed ideas and answered the teacher’s questions. During the brainstorming activities the teacher took notes on the whiteboard so as to help students with the mind mapping and the poster creation activities. Each group worked collaboratively on the computer and used the web 2.0 tools Padlet, Popplet and Spark Adobe. Students used the Europeana and Historiana platforms to search for and download free to use images of past inventions that led to the invention of the internet which they used to create their

products. Padlet was used as a publishing tool for the group's products, as a notice board where the teacher posted the videos and the materials she used during the sessions and it also served as a tool for evaluating the groups' products. Popplet was used to create mind maps in order to link the ideas relating to the topic of internet use. Finally, Spark Adobe was used to create a poster for a virtual museum. Students assumed the role of a curator and created posters that advertised the thematic collection of the Greek ICT museum "Life Before internet". Finally, students presented their posters to the whole class and the groups evaluated each other by voting for the best poster on the lesson's Padlet. They were also self-evaluated in order to assess if learning objectives were achieved by using the Google forms on the Padlet. The teacher evaluated the learning scenario by using the Europaana's DSI4 Assessment criteria, also by using the Google form on the Padlet.

## Conclusions

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 students were very satisfied with the work done, learned about communication in the past, played the role of a curator and developed 21<sup>st</sup> century skills (ICT, collaboration, communication, critical thinking and creativity).

**Unexpected problems:** the group e-mail accounts were made in order for the students to be able to memorise them easily, so the teacher used numbers and letters in order to create them (e.g. 1dreamteam@gmail.com, 2dreamteam@gmail.com, etc). Popplet **did not allow** registration with e-mails having a number as a first digit!!! So, it took the teacher a while to figure out how to register the groups. Finally, a student found the solution to the problem by taking out the number and writing the email without it (e.g. dreamteam@gmail.com). The problem was resolved temporarily but it created another serious one during the first session.

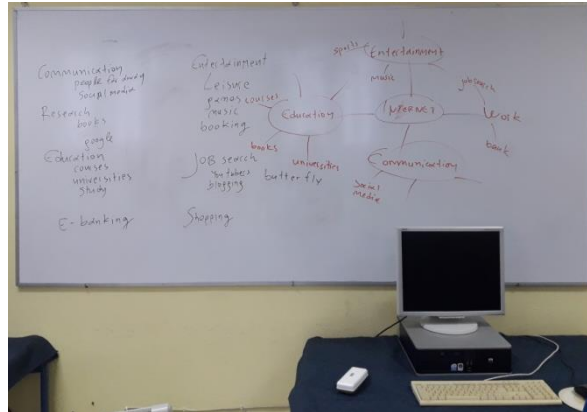


## Session 1 (25-01-2019)

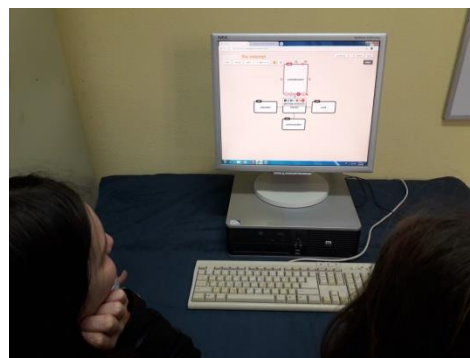
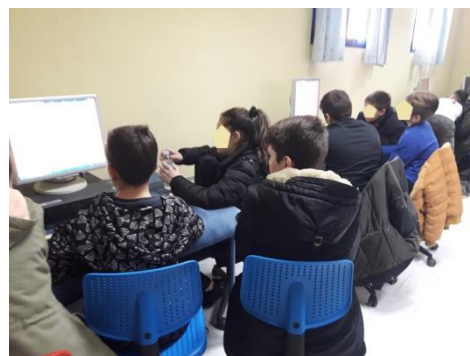
As soon as the session started the electricity failed so it was impossible to continue working in the computer lab. The school often faces electricity problems because of the old electric circuit structure. The session was postponed.

## Session 1 (01-02-2019)

Students watched the video “10 Best uses of the Internet” and answered the teacher’s questions concerning internet use. During the brainstorming activity the teacher took notes on the whiteboard so as to help students with the mind mapping activity that followed.



After that, each group sat in front of a computer and logged in to Popplet using the group’s e-mail address. The students created mind maps with the answers of Activity 2. The students used the key words of the activities to form meaningful connections between the ideas and added ideas of their own. Groups elaborated on the answers and at the same time they consulted the teacher’s notes on the whiteboard.

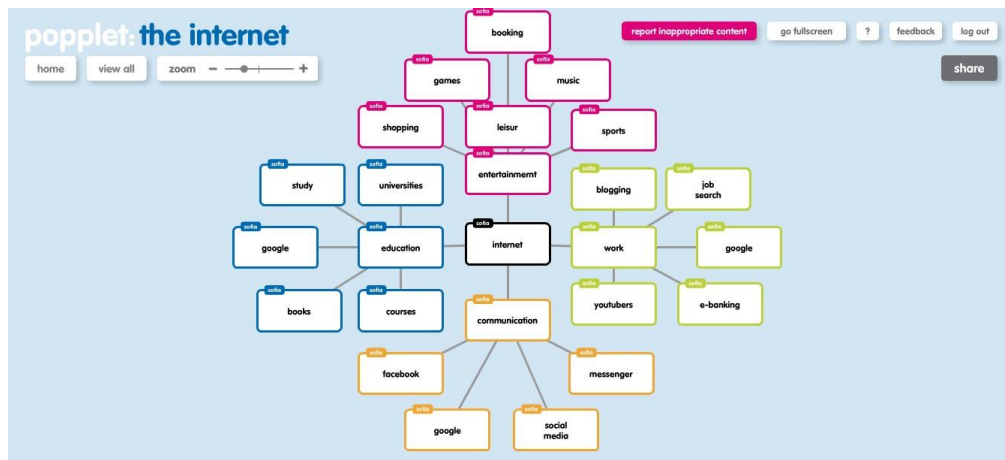


When they finished, they shared their mind maps in the lesson’s Padlet.



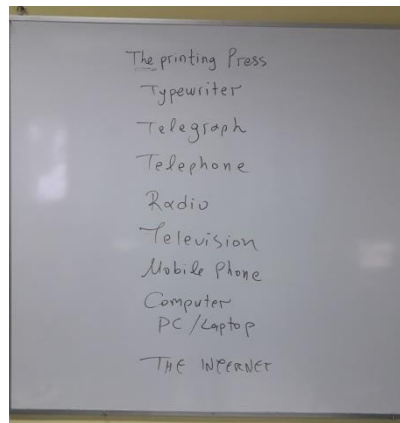
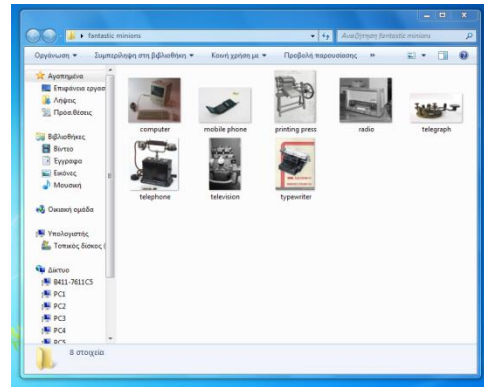
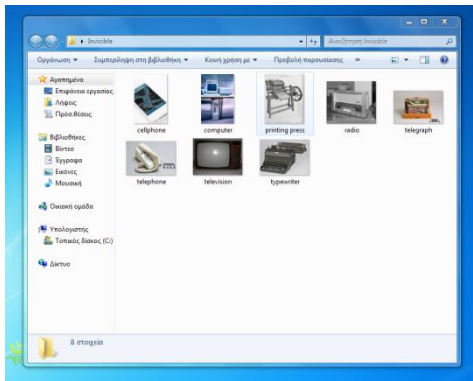
### Unexpected problems:

1. By taking out the number from the email address, all the student groups worked on the same canvas of Popplet, as they logged into the same account!!! Each group erased what other groups wrote!!! So, the teacher told each group to create a new popplet with a different title. Hopefully, it worked, and the students finally created their mind maps.
2. The students used the “share” button and copied the public link of their Popplet in order to paste it on the lesson’s Padlet. Unfortunately, for some reason, the links on the Padlet did not work. So the teacher told them to write the name of their group in the “title” section and paste the link in the “write something” section of the Padlet. Later, the teacher took snapshots of the groups’ Popplets and uploaded them under each group’s post.



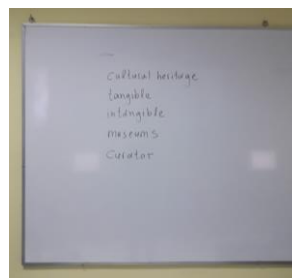
### Session 2 (04-02-2019)

The session started with the teacher demonstrating to the students how to search the Europeana Collections and what criteria to use in order to find free to use images. Then she showed them how to make a folder on the desktop of the computer and how to download a picture and save it in their files. After watching the introductory video, “From Stone Age to Tech Age: The Big Ideas that Shaped History”, the students searched pictures of the inventions mentioned in the video, downloaded them, renamed them and saved them in their files for later use.



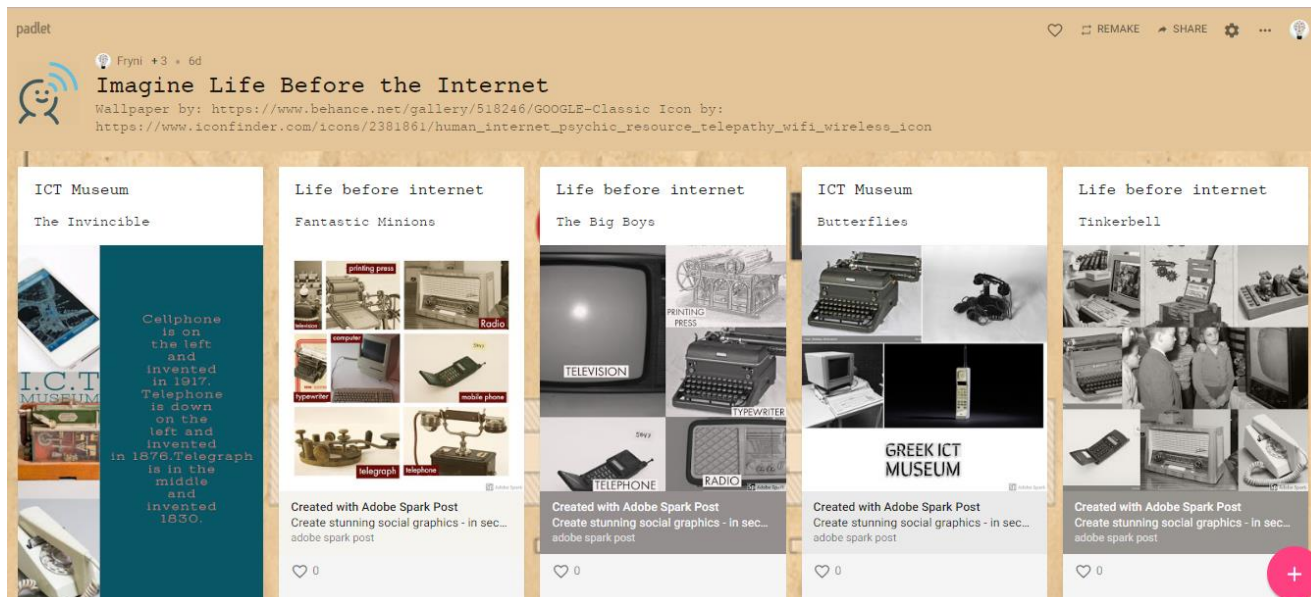
### Session 3 (08-02-2019)

The teacher introduced to the students the notion of the virtual museum and the role of the curator by showing them the video “The Greek ICT museum”. A discussion followed on the role of the museums in today’s society and what cultural heritage is about.



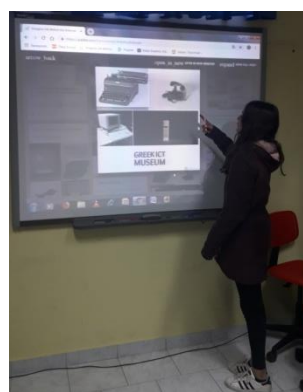
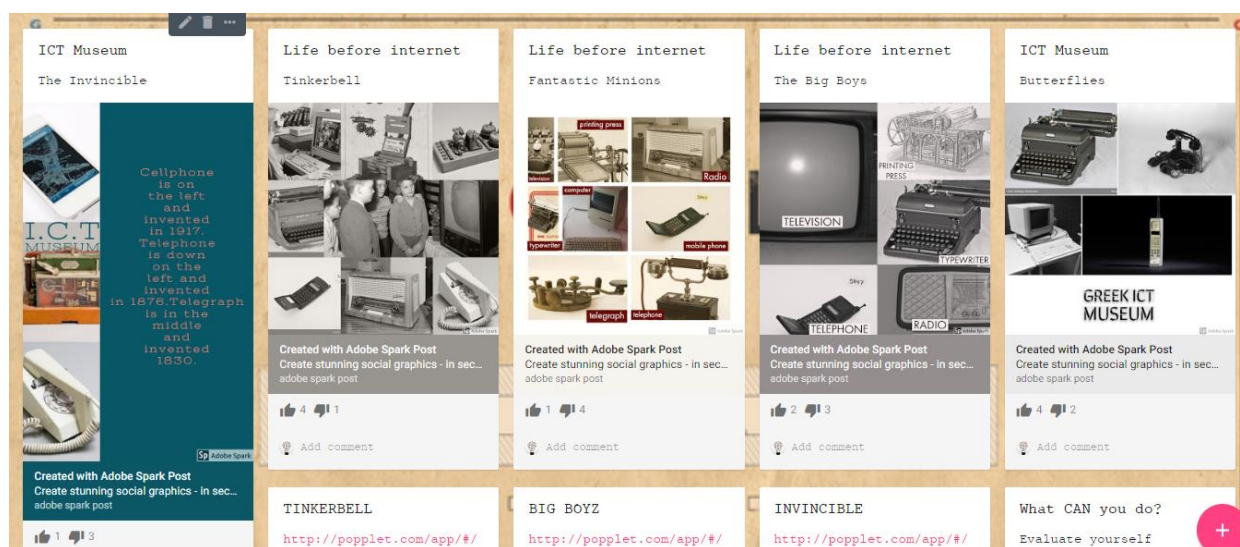
Then, after a short demonstration from the teacher of the tool Adobe Spark, in order to remind the students how to use it, students started creating their own posters with the images they had downloaded in yesterday’s session. After students finishing their posters they published them on the lesson’s Padlet.

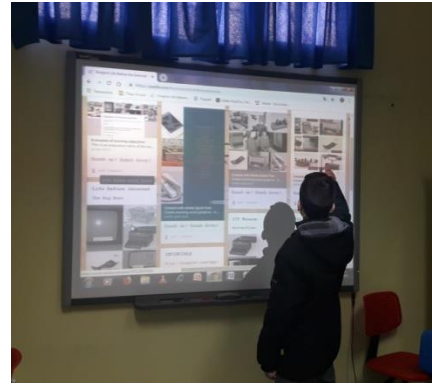




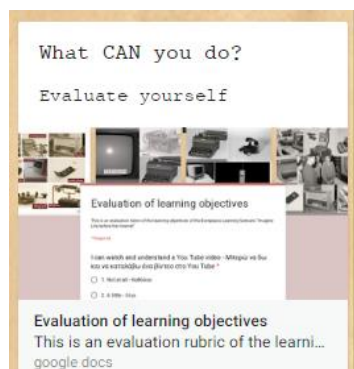
### Session 4 (11-02-2019)

Students presented their posters to the whole class and the groups evaluated each other by voting for the best poster on the Padlet.





Then the students were self-evaluated in order to assess if learning objectives were achieved by using the Google forms on the Padlet. The teacher evaluated the learning scenario by using the Europeana's DSI4 Assessment criteria, also by using the Google form on the Padlet.



## Evaluation results

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, presented their products, evaluated their products and developed 21<sup>st</sup> century skills.