

Europeana Learning Scenario

Title: Stories of Old Athens through the lens

Author: Despoina Kyriakaki

Summary

My learning scenario focuses on images of Athens, capital of Greece, in the 19th and 20th century. Photographic material from Europeana is used to explore past life of Athens dealing especially with buildings and monuments of Greek cultural heritage. However, architectural material will be used as a frame to describe natural environment, locations and professions of the past in order to help students realize the changes made in our city during two centuries of history. Students will be able to discover aspects of past life as well as further acknowledge progress regarding structured environment, preservation of monuments and building and how changes formed the contemporary identity of our city by contrasting the image of Athens then and today.

This scenario is connected with an Erasmus+KA229 program my school participates in entitled “Cultural Heritage as a catalyst of creative entrepreneurship”, a topic of which is photography and how to promote each country’s cultural heritage through photography with the help of a local entrepreneur. This is why I chose to teach this lesson to a group of Erasmus students who are 15-16 years old.

My learning scenario consists of five activities which enable students to deal with our topic through verbal activities and use of online tools. My main teaching resource was Europeana portal, section Photography. Besides Europeana I used external links both in English and Greek with material about old Athens.

My LS was very positively received by students. They all completed tasks without difficulties and they really appreciated that they gained knowledge about history of old Athens through the use of photographs and online tools. They enjoyed carrying out the tasks and they admitted that this lesson was very different and more interactive than their typical lessons. My students’ feedback will motivate me further to use and create visual content in the classroom and make my lesson more interactive with students.

Table of summary

Subject	History, English Language, Greek Language and Literature, History of Art
Topic	Past history of Athens through photography



Age of students	15-16 years old
Preparation time	10 minutes
Teaching time	3 hours
Online teaching material	https://padlet.com/despkyr2/uscbbgqrcqyo https://www.thinglink.com https://creately.com/lp/venn-diagram-maker https://www.photovisi.com/collages https://pixabay.com/el https://www.benaki.gr/index.php?option=com_collections&view=collection&id=72&Itemid=162&lang=el https://www.mixanitouxronou.gr/tag/palia-athina https://bit.ly/2ESL0OX http://www.eie.gr/archaeologia/en/chapter_more_9.aspx https://www.athenssocialatlas.gr/en/article/planning-19th-century
Offline teaching material	Assessment activity sheet
Europeana resources used	https://www.europeana.eu/portal/el/collections/photography https://www.europeana.eu/portal/el/collections/photography?q=athens%2019th%20and%2020th%20century%20&view=grid

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Integration into the curriculum

My learning scenario is connected with the subject of Ancient Greek History that is taught in the first grade of Senior High School as well as the subject of Greek Language (in the Chapter of Description). It can also be taught in English classes in order to create language content out of photography.

Aim of the lesson

Students are expected

- To evaluate information presented in visual form
- To develop the topic with relevant facts, concrete details and information
- To use precise language and specific vocabulary to inform about the topic

Trends

Project-based learning, collaborative learning, open-source learning, visual search and learning

21st century skills

Critical thinking, communication, collaboration, information literacy, ICT literacy, initiative, social skills

Activities

Name of activity	Procedure	Time
1. Picture word inductive model	Students work in pairs or small groups during all activities. They go to this padlet link https://padlet.com/despkyr2/uscbbgqrcqyo and they choose which photo topics they would like to study. Students brainstorm 10 words that are related to the chosen pictures. Then they put the words into categories and add new ones that fit these categories. They write small sentences about the picture(s) which then put into categories of their own. Finally, they turn sentence categories into paragraphs.	25 min.
2. Photo Captions	Students upload one of the pictures they chose in Task 1 on Thinglink (https://www.thinglink.com). They put labels on the picture focusing on what is, in their opinion, the main characteristic of the picture.	15 min.
3. Compare and contrast	Students are given pictures of places in Athens from the 19th and 20th century. They search the web for modern versions of the pictures. They identify similarities and differences between images. They use a Venn diagram to record similarities and differences. https://creatly.com/lp/venn-diagram-maker Finally the make sentences about the images following the example. <i>Both pictures have... / One difference is.../ In the first picture there is..., while in the second picture there is....</i>	 25 min.
4. Interior monologue	Students check padlet photo of tourists at the Acropolis. They pick out a person of the photograph. They write in the first person as if they were that person. They try to imagine about the person's personal life, thought and feelings.	10 min.
5. Collage it	Students use Photovisi https://www.photovisi.com/collages to make collages of images of Old and Modern Athens in contrast. For contemporary Athens pictures use Pixabay (https://pixabay.com/e/) For old Athens consult https://www.benaki.gr/index.php?option=com_collections&view=collection&id=72&Itemid=162&lang=el https://www.mixanitouxronou.gr/tag/palia-athina https://bit.ly/2ESL0OX http://www.eie.gr/archaeologia/en/chapter_more_9.aspx https://www.athenssocialatlas.gr/en/article/planning-19th-century	25 min.

Assessment

For lesson assessment I had an activity with students named **Roll the Dice**. The activity goes as follows.

There are six questions regarding the lesson. The students have the questions in front of them. Each student rolls a dice and they have to answer aloud a question based on the number rolled. Here are the questions.

1. I want to remember ...
2. Something I learned today
3. One word to sum up what I learned
4. Something I already knew
5. I'm still confused about ...
6. An "aha" moment that I had today

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

Student feedback

After the end of the lesson I sent my students a Google questionnaire to complete.

<https://docs.google.com/forms/d/e/1FAIpQLSc-3nOUjD4XUKV23MMllgRb7Ecpcz9vS4wlYjzmRv3u1vY2wQ/viewform>

Teacher's remarks

In general the lesson was received very positively by the students. They found it very interesting, relevant both to our curriculum and extracurricular activities (especially our Erasmus project). All of them appreciated the use of online tools and teaching with the use of photographs as well as getting a clear idea of old Athens. Their top comments concerned the use of online tools and the picture word inductive model. They all concluded that the lesson was different than their typical lesson, because they found it more interactive and interesting due to the activities and the tools it included. Finally, they think that particular emphasis was given to the difference of old and modern Athens through photography.

In my opinion students really appreciated learning with visual content and integrating it into activities, which is something they are not so familiar with in their daily practice. They admitted learning new things through different teaching activities. Their opinions will motivate me further to use similar activities in my lessons more often.

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.