

# Europeana Learning Scenario

## Title

Using Multimedia in the Study of a Writer/Author or a relevant Book

## Author(s)

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## Summary

### Table of summary

<b>Subject</b>	Interdisciplinary lesson: Humanities, Portuguese, Literature; Applications of Informatics (an optional subject), Multimedia and Applications of Multimedia.
<b>Topic</b>	This Learning Scenario is addressed to the classes of humanities, to promote the study of authors or of a book with relevance for the school year of the class, with the integration of the ICT tools, namely multimedia technologies that is part of the Informatics classes. This LE is proposed to a 12th grade class.
<b>Age of students</b>	17-18
<b>Preparation time</b>	3 hours
<b>Teaching time</b>	Seven 50-minute lessons
<b>Online teaching material</b>	<p><u>Resources for team work and organization and information:</u></p> <p>Mind maps like Mindmeister, to classify and organize the research information and share the documents and information as well links and other multimedia sources.          Google docs or an interactive platform like Padlet, for synchronous and asynchronous interaction between the team members and to organize the work, links and resources.</p> <p><a href="http://www.mindmeister.com/">www.mindmeister.com/</a></p> <p><a href="https://padlet.com/">https://padlet.com/</a></p> <p><u>Resources for research information:</u></p> <p><i>Casa Fernando Pessoa – (The House of Fernando Pessoa)</i>  <a href="http://bibliotecaparticular.casafernandopessoa.pt/index/estudos.htm">http://bibliotecaparticular.casafernandopessoa.pt/index/estudos.htm</a></p> <p><i>Who was Ricardo Reis – 13 poems by Ricardo Reis (Fernando Pessoa), Revista Prosa Verso e Arte</i>  <a href="https://www.revistaprosoversoarte.com/13-belissimos-poemas-de-ricardo-reis-fernando-pessoa/">https://www.revistaprosoversoarte.com/13-belissimos-poemas-de-ricardo-reis-fernando-pessoa/</a></p> <p><i>Fernando Pessoa and Heteronymous, works and images</i>  <a href="http://www.elfikurten.com.br/2013/01/fernando-pessoa-o-poeta-de-multiplos-eus_30.html">http://www.elfikurten.com.br/2013/01/fernando-pessoa-o-poeta-de-multiplos-eus_30.html</a></p>



	<p>Document relating to the Nobel Prize in Swedish:  <a href="http://purl.pt/13867/1/inv_documentos-anexos.html">http://purl.pt/13867/1/inv_documentos-anexos.html</a></p> <p>“Biblioteca Nacional Digital- Coleção José Saramago, Lisboa, 2008”- (Collection of José Saramago – Integral version). Biblioteca Nacional de Portugal; coord. Fátima Lopes ; webdesign Cecília Matos ; [apresent. Jorge Couto]. - Lisboa : BNP, 2008. – online access  <a href="http://purl.pt/13867">http://purl.pt/13867</a></p> <p>BNP –“Biblioteca Nacional de Portugal”, 2008  <a href="http://purl.pt/13867/1/morte-ricardo-reis.html">http://purl.pt/13867/1/morte-ricardo-reis.html</a></p> <p>Preparatory studies, complete agenda on the "Year of the Death of Ricardo Reis". With daily, national and international author annotations  <a href="http://purl.pt/13870">http://purl.pt/13870</a></p> <p>Death of José Saramago, RTP – Portugal, 2010 (Portuguese)  <a href="http://euscreen.eu/search.html?query=jos%C3%93+saramago">http://euscreen.eu/search.html?query=jos%C3%93+saramago</a></p> <p><a href="https://en.wikipedia.org/wiki/Fernando_Pessoa">https://en.wikipedia.org/wiki/Fernando_Pessoa</a></p>
<p><b>Offline teaching material</b></p>	<p>Computers lab with Internet network access and computers with video and sound capacities. Projection system.          Programs for video editing and sound edition, like Windows Live Movie Maker (before Win 10) and Audacity:</p> <p>Alternative Filmora (for Win 10), free editing and creating movies:  <a href="https://filmora.wondershare.net/best-alternative-to-windows-movie-maker.html?qclid=Cj0KCQiA1sriBRD-ARIsABYdwwGhnbDhiG0-7cR4a4s6ekyT8SqLy43ybxNcDhEEEq0sK-jMLGXjZSEaAipsEALw_wcB">https://filmora.wondershare.net/best-alternative-to-windows-movie-maker.html?qclid=Cj0KCQiA1sriBRD-ARIsABYdwwGhnbDhiG0-7cR4a4s6ekyT8SqLy43ybxNcDhEEEq0sK-jMLGXjZSEaAipsEALw_wcB</a></p> <p>Windows Movie Maker (Win 10)  <a href="https://pplware.sapo.pt/microsoft/windows/dica-volta-movie-maker-windows-10/">https://pplware.sapo.pt/microsoft/windows/dica-volta-movie-maker-windows-10/</a></p> <p>Audacity:  <a href="https://www.audacityteam.org/">https://www.audacityteam.org/</a></p>
<p><b>Europeana resources used</b></p>	<p>Synthesis : monthly magazine of culture, University of Coimbra  <a href="https://www.europeana.eu/portal/en/record/10501/bib_rnod_49973.html?q=jose+saramago">https://www.europeana.eu/portal/en/record/10501/bib_rnod_49973.html?q=jose+saramago</a>          Public Domain</p> <p>Una biblioteca oscura y triste -  <a href="https://www.europeana.eu/portal/record/2022712/lod_oai_gredos_usal_es_10366_119816_ent0.html">https://www.europeana.eu/portal/record/2022712/lod_oai_gredos_usal_es_10366_119816_ent0.html</a>          Saramago, José. Gredos. Repositorio Documental de la Universidad de Salamanca -  <a href="http://hdl.handle.net/10366/119816">http://hdl.handle.net/10366/119816</a>. CC BY-NC-ND</p>

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**Attribution ShareAlike CC BY-SA.**

**Integration into the curriculum**

The study of the writers is of great importance to our culture and in curriculums of language classes it is fundamental. The literature curriculums include a contextualized demonstration of the authors' time and works with relevance to

the study of society and the cultural expression. This also includes skills like analyzing, writing, summaries and oral expression as well as historical-literary contextualization and presentation about a theme.

In this case in a 12th grade class an approach is sought to the author Fernando Pessoa and his heteronyms and to the work of José Saramago, the Nobel Prized author, including a compulsory reading of his work "The Year of the Death of Ricardo Reis".

To introduce this work and seek to captivate the students for the author, it is proposed to use the multimedia technologies that are part of the tools used by the students today. These tools are included in the discipline of Computer applications, namely units 2 and 3, of the discipline Applications of Informatics, which refers to the use of multimedia systems, namely the image processing, video and sound editing and publishing.

### Aim of the lesson

The aim of this LS is to join the important class of literature of the 12th grade, in this case the Portuguese literature, to the goals of an interesting and creative driving subject which is Informatic Applications. The LS is designed as an interdisciplinary option, where students can develop good techniques of research tools, group work and collaboration, tools to organize information and work synchronously and asynchronously on the production of a creative work that will be presented to colleagues. The aim is to promote self and peer assessment capabilities, to bring more self-confidence to students in the use and selection of the ICT tools to explore and present a theme, usually more difficult to achieve by students in humanistic classes.

Within the multimedia approach of the authors/s and book, the goal is also to increase the interest in the literature works within the help of the multimedia that can be a base and an achievement to enrich the study and interest of the students in the literature.

Also, this LS is an essential approach to the importance of the use of copyright issues, the use of Web pages with reliable information and the contact with a sea of possibilities for research among resources in their areas of interest (literature) as it is in Europeana.

### Trends

**PBL: Project Based Learning.** Students learn by developing projects based on the contents defined in their curriculum topics working in groups and presenting a final work or prototype. This is a centered student strategy.

**Collaborative learning:** a strong focus on group work;

**Peer Learning:** students learn from peers and give each other feedback;

**Visual Search & Learning:** images and multimedia are more powerful than verbal stimuli;

**Learning materials:** shift from textbooks to web resources and open source books.

### 21<sup>st</sup> century skills

**Collaboration:** students will work in groups and distribute the tasks among themselves; by working as teams they will need to interact, plan, make decisions as a group to develop the tasks of this LS.

**Creativity:** using the resources students will develop an original multimedia presentation.

**Autonomy:** students have access to the resources to explore and develop the work in a given period of time.

**Communication:** students will present and explain to the class the topic using the ICT tools and their description of their work in the LS and within the group.

**Media Literacy:** students will access, analyze, evaluate and create multimedia resources. They will explore and interpret and present various multimedia forms (eg, images, video) to include in the LS.

**ICT Literacy:** students will manipulate digital devices and tools to search, organize, comment and present online content.

## Activities

Name of activity	Procedure	Time
<b>Introduction</b>	<p>Present the project to the students about the development of the project, namely the author Fernando Pessoa and José Saramago, within the book study. The goals we want to achieve by studying these authors and book should be presented between the teachers involved in this activity.</p> <p>Students should also be aware of the development of the project: what is expected, goals, aims, ICT context and assessment.</p> <p>All the teachers in the interactive LS should collaborate and present their goals and aims.</p> <p>The ways of assessment should be present and some agreement of the process should be achieved.</p>	30min
<b>Presentation/Demonstration Europeana page and resources and CC</b>	<p>The resources of the Europeana should be presented and also ways to search and get the correct sources. The importance of CC should also be stressed.</p> <p>This presentation should be made with access to the computer lab so students can make an approach to the concepts and experience the Europeana portal.</p>	20min
<b>Presentation/Demonstration Technological resources for collaboration and organization</b>	<p>The collaborative tools through ICT should be presented and students should start to exchange the information.</p>	20 min
<b>Organization of groups and work</b>	<p>To implement the collaborative work the groups should be formed by 3 or 5 students.</p> <p>In each group students should organize the work between them and decide what each of them will do (group roles). They have to share a sketch of their work (e.g on Padlet) and according to their roles organize the relevant information needed for this task (they can use digital mindtools or Google Docs).</p>	30min
<b>Presentation/Demonstration</b>	<p>It is important to adopt an approach to the tools needed to develop the project. Windows Live Movie Maker, Filmora for video creation and Audacity for sound creation and manipulation.</p>	30min

<b>Technological resources for development and presentation of the work</b>		
<b>Research and organization of the information, testing and using the resources</b>	Students should organize the information, write the texts and research the fonts. They should also start to use the organization tools and multimedia development tools. Students should communicate and collaborate in order to develop the project.	20min +50min
<b>Development of the work</b>	The work should be developed with the effort of all students, according to their roles. They should compose the movie with sound and texts using the multimedia tools and the resources proposed. The teacher will supervise all the process and project development.	50min +50min
<b>Presentation of the work</b>	The students should present the work by explaining the meaning of the chosen documents, media and all the project development process as well as the group interactivity and the importance of the group collaboration. It is important that the group present the schedule and plan defined for this project. They should also present what went as expected and the difficulties. All students should participate in the presentation.	30min
<b>Conclusion, assessment, "discussion" of results and future work</b>	The work may continue with a discussion of other points (proposed by teachers). An approach to the qualitative and quantitative assessment should be presented and everyone should be given the opportunity to share their opinions on this particular topic.	20 min

### Assessment

Students' project assessment and group assessment using the rubrics prepared by the teacher. Presentation of the work and teacher's assessment (to teachers involved), using rubrics, about the presentation and each student and team. In this case qualitative as well as quantitative feedback should be presented and previously discussed with the students.

Example Rubric for Multimedia project:

[http://rubistar.4teachers.org/index.php?screen=ShowRubric&module=Rubistar&rubric\\_id=2785440&](http://rubistar.4teachers.org/index.php?screen=ShowRubric&module=Rubistar&rubric_id=2785440&)

Example Rubric for Collaborative Work Skills

[http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric\\_id=2785445&](http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2785445&)

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

Students may give feedback during the lessons on the interactive Padlet and with the assessment rubrics.

### Teacher's remarks

The implementation was done mostly during the classes. The students sometimes had trouble working on the project due to the tests of the 12th grade classes that need to be prepared for the national exams.

There are different programs for the development of the work, such as video and animation tools that the students wanted to explore and so some more time was needed to develop the project.

The work should be developed in teams otherwise the project may be very extended in time from the development to presentation.

Note: This development can be used as an introduction of other authors and books. The teacher should make a pre-presentation and preparation of the theme.

### 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.