

Europeana Learning Scenario

Title

An Interactive Gaming Scene in a Virtual Classroom: Exploring the Heritage of Sports in Europe in French

Author(s)

Sari Hopeakoski, DSI-4 Finland

Summary

*In this learning scenario, we are in a **virtual, but interactive** classroom: the teacher is working in a studio in the centre of Helsinki, while the students are studying in front of their own laptops in other parts of Finland, including Lapland. This is a French class for second-year-students. **Distance learning** works perfectly, when the schools do not have resources for e.g. small language groups. There are sometimes slight problems with Internet connections, but the concept fits for both extrovert and more introvert students, because they are in peace and quiet at their own laptops wherever they choose to be, normally in their own rooms.*

*In the virtual classroom naturally only virtual material is used, so the **Europeana portal** will be a nice acquaintance for the students. The lesson plan proceeds like **a game**, where all the sections are scheduled with a timer. When the time is out each participant / student tell how far (s)he got and tells his /her points. The correct answers will be discussed together. Since French classes are quite small, this kind of method is easily applicable. Then the students go on with the next section. The activities include a lot of **listening**: reading comprehension is tested by listening comprehension, because the sentences are recorded. This is something paper books cannot offer.*

Table of summary

| | |
|--------------------------|--|
| Subject | French (second foreign language) |
| Topic | Exploring the Heritage of Sports in Europe in French "L' Héritage du Sport" |
| Age of students | 17-18 |
| Preparation time | a ready-made package |
| Teaching time | 15 min introduction +75 min |
| Online teaching material | www.blackboard.com (video conference system) https://www.online-stopwatch.com/classroom-timers/ (timers) https://learningapps.org/ (virtual exercises) www.whatsapp.com |
| Offline teaching | |

| | |
|-------------------------------------|---|
| g materia l | |
| Europe ana resourc es used | https://www.europeana.eu/portal/fr/exhibitions/european-sport-heritage |

Licenses

- **Attribution ShareAlike CC BY-SA.**

Integration into the curriculum

The lessons in this **Digital Classroom** follow the national Finnish curriculum. For each period of seven weeks, there are 14 lessons x 75 minutes in the virtual classroom, where the teacher and the students meet in a video conference twice a week. In Upper Secondary School French, there have been virtual classes since 2017. This LS is designed for the 8th course in French (second foreign language, skills B1-B2). It is already preparing for the matriculation exam which will be taken next autumn. Therefore the vocabulary is rather advanced and comprehension is tested in many ways. I decided to implement an interesting unity on the theme of sports heritage, which I found in Europeana Collections in French.

Aim of the lesson

- *I am aiming at providing some extra material about the theme of sports in Europe to my students*
- *I am trying to create useful and motivating tasks for my students in the virtual classroom*
- *I am going to emphasize the interaction between the students in different parts of the country by gamification*

-> *Students will familiarize themselves with The Europeana Exhibition*

Trends

Virtual classrooms are supposed to become more and more common in the future. This is why it is important to study which practises are the most suitable for its learners. So far there is evidence that the lessons have to be well organized, well guided and carefully assessed. It is easier for the student to study online if there is a teacher who helps him how to proceed. Special attention has to be given to the atmosphere in the virtual classroom, where the students are not in the same room, but only see each other's faces on the screen.

Gamification is a trend in learning in the 21st century. In this learning scenario, the elements that facilitate learning are:

- *Progress mechanics (points)*
- *Immediate feedback*

| | | |
|-------------------|---|--|
| | <p>In this part, the students get to know the text first and then combine the pictures of each European sport with a recorded definition. They have 10 minutes altogether for this activity.</p> <p>https://learningapps.org/create?edit=p32su13a319</p> <p>-> wrap-up & discussion about this part together</p> <p>PART 3: LE FOOTBALL</p> <p>Next the students read the text about football and work on the crosswords exercise with hints in Finnish about the words appearing in the text. They have 10 minutes for the activity, which is followed by a wrap-up of about 5 minutes.</p> <p>https://learningapps.org/display?v=pvms7tz8j19</p> <p>->wrap-up & discussion about this part together</p> <p>PART 4: LES SPORTS ANTIQUES</p> <p>The last part is the most traditional way of practising reading comprehension, but the looks in the learnings app exercise makes the doing worthwhile. Students summarize some main points in the text into their mother tongue.</p> <p>https://learningapps.org/display?v=p30r0p1fk19</p> | <p>(5'')</p> <p>(10'')</p> <p>(5'')</p> <p>(10'')</p> <p>(5'')</p> |
| Conclusion | All the parts of the game are evaluated and the winner of the game is congratulated. All the assignments are evaluated as such. | 5'' |
| | | |
| | | |

Assessment

This learning scenario is a game, where all the parts were evaluated, but in a nice and encouraging way. After each part there is a wrap-up about the most difficult questions, so that the learning goes on and on during the whole session.

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

Student feedback

In the virtual classroom students are used to evaluating every lesson they attend. This is why the teacher asked them to fill in a questionnaire on their own after the learning session. The students rated all of the assignments: the second assignment was considered the easiest and the third and fourth one the most challenging. The assignments were both entertaining and useful. There might have been a need for more time for some exercises. The students gave an average 9 out of 10 for the learning scenario.

Teacher's remarks

Working in a virtual classroom is efficient and smooth, because everything is carefully prepared. The Europeana exhibition on sports heritage in French served as a good source of material for the purpose of this course of mine. It is always a pleasure for the teacher to find interesting texts that you can apply in various ways. On this lesson a quite advanced French class worked on reading comprehension, but in a nice, a bit different way than usual. There was a lot of listening added to the normal reading comprehension. In the vocabulary part there should have been a little more time. Otherwise the idea of a game kept the students busy and focused all the time. I myself appreciated the learnings app-picture with all the assignments seen at the same time, at once.

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.