Europeana Learning Scenario

Title

A virtual trip through time – the "Museum Time Machine"

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Summary

Table of summary	
Subject	English (CEFR B1) History ICT
Topic	Integration of various topics such as fashion, music, words coined in a certain period of history
Age of students	15-16 years (CEFR B1 English)
Preparation time	45 minutes
Teaching time	250 minutes
Online teaching material	Artsteps with a tutorial which will facilitate the correct use of the Web 2.0 tool: https://youtu.be/Llv1arsWVTg .Virtual exhibitions can be explored on the Artsteps web site or can be embedded on any web page, site or blog. They can also be rated, discussed and shared through a multitude of options, including posting on popular social sites-this characteristic provides students with ulterior feedback through which they improve. Personal Google Drive account (for each spokesman manager): if students don't have a gmail account, they should be advised to open one as soon as possible Google forms for feedback with rubric provided for group participants who will assess each other's collaborative performance. The rubric was provided by Angela Capezzuto. Warwick Digital Collections: a free archive of newspapers, which can be consulted by decade, useful for the student tasks. The WayBackMachine- The Internet archive provides an enormous archive consisting of billions of old Internet pages over history. It is a valuable source of music, movies, books and TV series...just about any resource on the net. Europeana Collections Archive for the learning scenario: an example of a curated set of materials for the various decades which students might use.

	[PRESENTATION RUBRIC for PBL: for grades 6-8](#) By the Buck Institute for Education [This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License] [Kahoot](#) or [Quizizz](#) - both quiz platforms for creating fun, engaging assessment resources for the classroom, in BYOD modality
Offline teaching material	/
Europeana resources used	[Europeana Collections Archive](#) for the learning scenario: an example of a curated set of materials for the various decades which students might use.

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Integration into the curriculum

The investigation of how the historical period affects fashion, music, language and society in general is already part of the curriculum for language learning and is a prerequisite of language testing and assessment of all 4 skills by exam providers.

Aim of the lesson

By the end of the lesson, students:

- acquire investigative skills in search engine and filters for pertinent information
- understand how global events and society affect fashion, music, language and life in general and how humanity evolves with time
- improve communication in English by presenting their findings through mini-seminars
- acquire soft skills such as collaborating effectively in teams to carry out tasks involving different roles
- create and curate artefacts and images to form a virtual exhibition
- acquire digital competences related to Virtual Reality tools

Trends

PBL – students are required to put together their findings in a museum exhibit which will explain to the observer the main trends of the historical period

Collaborative Learning – only by collaborating in role-differentiated groups will they successfully complete the task

Peer Learning – each group of students will facilitate the learning of a period in time to another group through mini-seminars and also provide feedback in the form of quizzes and presentation rubric to improve their performance.

21st century skills

Creativity and Innovation: Students will create a virtual gallery by using new virtual apps like ArtSteps and it will help them to improve their creativity and ICT skills.

Collaboration and communication: Students will research about fashion, music and language interacting in such a way as to be synergic in their tasks, to bring about a successful product.

Critical Thinking and problem solving: students not only have to collect suitable materials to add to their museum artefacts, but they must find trends to describe the changes in parameters during ten years of human evolution.

Activities

Name of activity	Procedure	Time
Introduction	The students are told that they will focus on a period in history in the last 100 years and will study its effects on fashion, music and language. The artefacts gathered in form of images, videos, audio will be placed in a virtual museum exhibit and each group member will be required to act as a guide to visitors.	15'
Groups and role creation	Students are divided into groups of 4 and each with a different role: **spokesman manager** (coordinates all activities and helps each member), **investigator** (searches Europeana and other websites for thematic material), **curator** (gathers material and chooses the best layout for the museum with the help of the VR expert)) and **VR expert** (creates the virtual exhibit in the museum, including layouts, colours, decorations etc.)	15'
Choosing the historical period	The students should choose a decade so that it will best show changes in the various parameters as the years go by. Teachers should point out that all members note the general trends in parameters (e.g. from 1960 to 1969 skirts get shorter; men's hair gets longer; music changes from rock and roll to pop music etc.)	10'
Short introduction to Europeana, particularly Europeana collections	Teachers need to limit students in their search for pertinent information: Europeana collections offer Fashion; Music; Photography which should be enough material for the investigation. Extra material for a detailed vision of the decade can be accessed through the external links: Warwick digital collections for newspapers gathered in decades and the Internet Archive for free books, movies and music. For Europeana Collections resources students should be told how to search for the best content, using filters for time period, language and free to use resources so they don't infringe copyright. They should be told how to correctly attribute the resource to the author.	15'
Creation of collaborative space in Google Drive and gathering of	Each spokesman manager will open a special collaborative folder in their personal Google Drive. Participants of their group will gradually add material for the Virtual exhibit. It will be up to the curator to choose the best material for their exhibit. Obviously, all students in the group need to closely collaborate to get the best results. From newspaper articles in Europeana collections, they may gain insight into trends of their chosen decade.	60'

Name of activity	Procedure	Time
material for the exhibit		
ArtSteps introduction: use of the tutorial	To be able to use the 3D tool to the best of its capacities, all students of the group are required to watch the ArtSteps tutorial video indicated in the Teaching materials and tools.	15'
Creation of the VR museum exhibit	The VR expert with the help of the whole group will create a museum exhibit in the ArtSteps tool. For the best results, students might want to add a voice narration, or written text which explains what the artefacts are meant to portray.	60'
Students prepare an expert talk/mini-seminar about their decade	With the whole group, students need to collaborate to explain their findings to the rest of the class. Teachers will need to limit the time for each group otherwise the length of time offered for this activity will be different from the suggested time. Each student in the group must have a part in the seminar to talk in English. The rest of the class will use rubric (Buck Institute) to assess the group's work.	60'

Assessment

Students will be assessed by either a Kahoot quiz or a Quizizz quiz, apart from peer feedback which is given in the activities table.

An alternative and very fun activity which the authors have experimented with in the classroom, is creating a Google Doc in Google Drive where each group contributes to the questions in the Kahoot (or Quizizz quiz). The teacher then gathers all questions and creates the quiz.

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

Student feedback

Feedback and final assessment of the learning scenario: https://goo.gl/forms/pgFN03PxLVBtjF4j1

Teacher's remarks

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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.