Europeana Learning Scenario

Title

Visual Thinking Strategies (VTS) using Europeana

Author(s)

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Summary

Table of summary	
Subject	Visual Art This Learning Scenario can also be used with History and English/Native Language and can be used with Modern Foreign Languages too
Topic	Student co-construction of meaning and development of language using VTS with artworks from the Europeana website
Age of students	12-15
Preparation time	2-3 hours (sourcing the images on Europeana)
Teaching time	It is possible to discuss with students, using Visual Thinking Strategies as the methodology, between 2-3 images per 40-60-minute class.
Online teaching material	The VTS website: https://vtshome.org/ A quick guide to VTS: https://emprobstvts.weebly.com/vts-the-three-simple-questions.html Article on how VTS is used: https://artmuseumteaching.com/2014/04/29/openthink-visual-thinking-strategies-vts-museums/ Milwaukee Art Museum, Teacher Resources for VTS: http://teachers.mam.org/collection/teaching-with-art/visual-thinking-strategies-vts/
Offline teaching material	Use a digital projector to allow the full class to see the image. Become familiar with the three key VTS questions: 1. What's going on in this picture? 2. What do you see that makes you say that? 3. What more can we find? Become familiar with facilitating the class using the questions only, in a neutral way, to allow students to discuss and decide on image meaning. Images can be explored by students after the activity in more detail.

Table of summary	
Europeana resources used	Europeana Art images: https://www.europeana.eu/portal/en/collections/art

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Integration into the curriculum

In the Junior Cycle Visual Art (Ireland) curriculum specification it states that in the Strand of Art under the element of Critical and Visual Language students should be able to:

1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge

1.2 respond to an artwork using critical and visual language

1.3 critique an artwork using critical and visual language

In the Strand of Art under the element of Visual Culture and Appreciation, that students should be able to:

1.8 discuss examples of historical and contemporary visual art

Aim of the lesson

Students should be able to discuss a work of art in a group with other students.

Students will peer-learn from each other and co-construct meaning based on analyzing and describing a work of art.

Trends

- Collaborative Learning: a strong focus on group work.
- Student Centered Learning: students and their needs are at the centre of the learning process.
- Peer Learning: students learn from peers and give each other feedback.
- Learning materials: shift from textbooks to web resources and open source books.

21st century skills

- Critical thinking and problem-solving
- Communication
- Collaboration

Activities

Name of activity	Procedure	Time
Introduction	Teacher introduces this class as a VTS session where the students will look at and respond to 3 images from the Europeana website	5'
VTS class discussion of Image 1	Image 1: Rembrandt – The Nightwatch Teacher facilitates the discussion using the three VTS questions.	15'
VTS class discussion of Image 2	Image 2: Morisot – In the Bois du Bologne Teacher facilitates the discussion using the three VTS questions.	15'
VTS class discussion of Image	Teacher chooses the third image and facilitates the discussion using the three VTS questions.	15'
End session	Teacher facilitates further discussion with students about how the activity went with a focus on having them discuss how they used the 21st Century skills of: • Critical thinking and problem-solving • Communication • Collaboration	10'

Assessment

Using VTS, there is no reliance on a single correct answer. Assessment is informal and relies on a group discussing the learning that took place and how it was facilitated through VTS and how they experienced the 21st Century Skills.

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

Student feedback

See "End session" in Activities.

Teacher's remarks

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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.