

Europeana Learning Scenario

Title My 20th Century: A Project

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Summary To deepen students' understanding of 20th century history, this project delves into one (or more) topics of student's interest, allowing her to learn more about that topic by searching information and presenting it. Student produces an interactive webpage as the product of this scenario.

Table of summary

Subject	History, ICT. Art, Sport, Music. This may also be an interdisciplinary lesson.
Topic	This scenario is intended as a History lesson. Student chooses a topic of her interest from the 20 th century and Europeana content. It is therefore about deepening students understanding of that period, tapping into her own interests.
Age of students	10-16
Preparation time	1 hour to 3 hours. If you want to delve into the education philosophy behind this project, please read Seymour Papert's books <i>Mindstorms</i> and <i>Connected Family</i> . And Mitch Resnick's <i>Lifelong Kindergarten</i> .
Teaching time	Project based learning 6-16 hours
Online teaching material	Scratch, Europeana, Computer, Internet
Offline teaching material	Pen, paper,
Europeana resources used	Europeana Collections on Chanel, WW1 and WW2, Winter War, sports etc. See each project below for further information.

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Integration into the curriculum

As 20th century history is part of the curriculum, this project is easy to integrate to the curriculum. Strong ICT content and interdisciplinary possibilities make it very suitable for the curriculum as well.

Aim of the lesson

To deepen understanding of the previously studied 20th century history by using a topic of one's own interests as a way. To be able to code a workable interactive webpage to present the material.

Trends

Project based learning, student centered learning, collaborative learning and lifelong learning.

21st century skills

4Cs and learning/innovation skills, information, media and technology skills, life and career skills.

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.

Name of activity	Procedure	Time
Explain the learning task	The task for the fifth graders was to find from the Europeana Collection a decade from the 20th century, choose 1-3 topics related to it, and present these in the form of an interactive webpage.	2 min
Explain the goals	Goals are <ol style="list-style-type: none"> 1. to deepen understanding of the 20th century history, previously studied during the semester with the Europeana material. 2. to broaden understanding of own interests related to 20th history through the use of Europeana Collections 3. to be able to code a workable interactive webpage to present the material. 	2 min
Motivate students	Give examples on interactive webpages, which use media-based materials. Explain the difference of such media-based over traditional materials, like books. Point out the benefits of coding and that in this project students can themselves code interactive webpages. See for example https://scratch.mit.edu/projects/310111036/	5 min
Explain the parts of the project	What students need to do and in what order. Discovery 1 and 2 and then coding the webpage (see below). You need to present Europeana collections and explain how to use it. You also have to present Scratch, which is the learning environment used in this project. Students can do this project in groups, in pairs or by themselves. You may also form groups based on student's interests.	10 min
Discovery, part 1	Students begin by exploring the Europeana Collections and finding topics of interest. Teacher works as a tutor, giving ideas if needed and is attentive to students comments and their evaluation of the materials and lesson.	30-60 minutes
Discovery 2	From these materials they proceed to searching more information. Again teacher reminds students of the basic issues related to searching information online and presenting it. Students are encouraged to give their opinion and share good practices.	30-60 min
Webpage creation (includes looping the Discovery parts 1 and 2)	Students then bring these together in the form of an interactive webpage.	4-14 hours

Presentation	During the study (Discovery) and coding loop (Webpage creation), students create/innovate, play and try their ideas, receive feedback, make corrections based on peer/teacher feedback and own evaluation. This iterative process goes on until product is in satisfactory condition.	
Extra:		
How to search Europeana?		1 hour
How to code an interactive webpage?	Final products are presented, shared with other students. Students peer-review their work. Teacher makes an assessment (see assessment below)	
	You might need to create students exercises in searching information online/using Europeana and coding an interactive webpage, if they are not familiar with these.	2 times 60 min
	These should be done before Discovery 1-2, or as part of these.	

Assessment

Assessment is based on the product, the interactive webpage which student or group of students code. Assessment is also based on process, in which formative assessment during the process is the key. Webpage has certain criteria: Design, user friendliness, clarity, which is assessed. The content and its innovative presentation form a unity.

Student feedback

During Presentation (see above) students reflect on the project and give their feedback. Feedback can be gathered online in various ways, verbally, or using questions to which students react.

Teacher's remarks

This project aimed at implementing the ideas of constructionism. Although the plan changed during the process (which goes well with constructionism) I was very happy how this project really gave students an opportunity to boost their interest in history and make meaningful work on their 21st century skills. For examples of the projects, see:

One group was interested in fashion. Their project is about Chanel

<https://scratch.mit.edu/projects/310111036/>

One person became interested in presenting a Finnish sport called pesäpallo (a form of baseball) through historical objects found in Europeana Collections.

<https://scratch.mit.edu/projects/309426334/>

One group were interested about the Winter War between Finland and Soviet Union, which preceded the World War II.

<https://scratch.mit.edu/projects/309066887/>

One person presented his favorite sport, basketball, through the material he found in Europeana Collections.

<https://scratch.mit.edu/projects/309426278/>

For more projects, search Scratch.mit.edu with the key word Europeana.

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.