

Europeana Learning Scenario

Title

World Café Stories

Author(s)

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Abstract

In this learning scenario students write stories based on Europeana photographs. The stories are inspired by photography, where one can see how it changes when viewed carefully from different perspectives. The story is created by applying elements of photography, detail, experience and emotions. It seems an objective medium but is full of subjective elements. Students compare stories and think critically about them. They convey different ideas and messages through their story .

Keywords

Photography , story , ideas , visual reality , interpretation

Table of summary

<i>Table of summary</i>	
Subject	Art , English
Topic	Photography
Age of students	15
Preparation time	30 minutes
Teaching time	45 minutes
Online teaching material	Mentimeter
Offline teaching material	A3 piece of paper, QR codes, felt-tip pens
Europeana resources used	Europeana photo 1 Europeana photo 2 Europeana photo 3



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Integration into the curriculum

The learning scenario is implemented in the 1st grade (15-year-old students) and is part of the Arts curriculum in Croatian high schools - Visual reality in photography.

Aim of the lesson

Students analyze the photograph for the purpose of expressing critical attitude. After analyzing the photo students write a collaborative story. Students develop their English writing skills. They learn how to collaborate with other students by working together on the story.

Outcome of the lesson

Students analyze the elements of visual language and explain their impact on the experience and content of the photo. Students apply elements of photography to create a story. Students present the stories as a result of analyzing photography.

Trends

Collaborative Learning , Visual Search & Learning, Peer Learning

21st century skills

During the lesson students develop critical thinking, collaboration, communication and creativity.

Activities

Name of activity	Procedure	Time

World Cafe	<p>The teacher explains the World Cafe method to the students and divides them into 4 groups. There is one A3 piece of paper and one colored pencil on each desk.</p> <p>Each group chooses their host who will remain seated at the same desk, while the other group members will rotate. Every group gives its cafe a name. To create a comfortable atmosphere the teacher plays some music. The moment the teacher turns up the music (approximately every 5 minutes) indicates that groups change places and move to the next desk. When changing, the group also carries a colored pen with them. After the last change, the groups return to their original table.</p>	5
Writing the story	<p>The teacher gives one QR code to each group. Each QR code is a photo taken from Europeana.</p> <p>Students in their groups start writing the story on a piece of paper (each group has a felt-tip pen with a different color).</p> <p>The story is inspired by photography and is based on observations, details they notice, expression of their emotions. They use elements of photography to write a story. They explore the context from which the photograph originates. With each change of place, the new group continues the story where the previous group stops.</p> <p>The host welcomes the new guests and introduces them to the thinking of the previous groups. In the end groups return to their cafe after the last change.</p>	20
Reading the story	<p>The teacher projects photos and the host of each group reads the story inspired by the photos.</p>	15
Comparison	<p>Students compare stories of all groups (use the rubric) and think critically about them.</p>	5

Assessment

Peer evaluation of stories using the writing rubric (Annex).

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

Student feedback

The teacher asks the student for feedback using Mentimeter.

Mentimeter <https://bit.ly/2KtEAJL>

Teacher's remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.*

I implemented this LS with 1st grade students in an integrated Art and English class. The class based on the World Cafe method was new and extremely interesting to the students. We had a comfortable and relaxed atmosphere. I noticed that the students wanted to do their best to create an interesting and tense story. It was very dynamic. They did their best to share ideas of their own imagination with each other so that the final story would better transfer the emotions inspired by the photo. Particularly interesting were the endings in which the hosts read the story from different perspectives. They showed their creativity and I could see in their faces that they enjoyed listening to the stories. I gave the students the opportunity to evaluate through the rubric, which was very important. They thought about what they and their colleagues had written. During this class we had guests from university - students who are studying to be Art teachers and they found the lesson very interesting.

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.

Annex

Story Rubric

	Excellent	Good	Needs Work
Word choice	Many descriptive words are used.	Some descriptive words are used.	Few descriptive words are used.
Fluency	Uses complete sentences that vary in style and length. All of the sentences flow together.	Uses complete sentences that are varied in length. Some of the sentences flow together.	Uses incomplete sentences. The story does not flow together at all.
Ideas	Ideas in the story make complete sense. Writing is clear and easy to understand.	One idea may be out of place. The writing is pretty understandable.	Ideas do not make sense. The reader will not be able to understand this writing.
Writing Mechanics	Skillful use of mechanics (spelling and grammar).	Very few errors in mechanics.	Many significant errors in mechanics.
Elements of photography	Precisely uses the elements of photography in conjunction with the idea of the story.	Partially uses elements of photography to create a story.	Does not use elements of photography in creating a story.