

Europeana Learning Scenario

Title:

Culture, a unifying and diversifying element

Author(s)

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Abstract

Having some Europeana's photos as the starting point, students will, with this Learning Scenario, learn how to understand people's cultures, promote engagement with others, and build strong, diverse human ties. We will discuss the following issues: what is culture? Why is culture important? How did we acquire culture, and why can we find so many kinds of culture? Students will approach hate speech against different cultures and will discuss and understand the danger that this kind of speech brings to democratic societies.

Keywords

Culture; Cultural Diversity; Project; Understanding; Hate Speech

Table of summary

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Subject	Psychology; Citizenship
Topic	What is culture?
Age of students	16-18
Preparation time	30 min
Teaching time	300 min
Online teaching material	<p>Tools online : Padlet Genial.ly or Prezi, Kahoot</p> <p>Other online resources:</p> <p>Sociologia no Enem: Cultura Learn a new culture TEDx talks video Before they pass away; Hungry Planet SELMA Hacking Hate</p>
Offline teaching material	Paper; pen; blackboard; schoolbook

Europeana
resources
used

[Europeana story](#)
[Portuguese dolls](#)
[Portrait of Swaddled Twins](#)

Licenses

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Integration into the curriculum

The topic fits in the national curriculum of psychology (12 grade), that requires the understanding of the concept of culture, and citizenship (secondary level). Portugal is committed with campaigns against hate speech that started in 2013. The No Hate Speech Movement is a youth campaign led by the Council of Europe (Youth Department) seeking to mobilize young people to combat hate speech and promote human rights online. Launched, as mentioned above, in 2013, it was rolled through national campaigns in 45 countries. The movement will remain active beyond 2019 through the work of various national campaigns, online activists and partners.

Aim of the lesson

Specific aims (Psychology and Citizenship)

- To understand culture as universal, because there are no people without culture, but all cultures are different, they answer in different manners to the same problems.
- To accept difference and learn to deal with it.
- To make judgements on whether content is hate speech, identifying and ranking the features of hate speech in terms of severity.

General aims

- To know and use the Europeana platform to search for information
- To understand that teamwork can generate more and better ideas
- To develop ICT skills
- To comprehend how important cultural heritage is to humankind

Outcome of the lesson

Students will produce a written work and a presentation that they will share with the class. Students will discuss different points of view during their presentation.

Trends

Student Centred Learning: students and their needs are at the centre of the learning process.

Collaborative Learning: a strong focus on group work

Mobile Learning: we get access to knowledge through smartphones and tablets. It is learning anytime, anywhere.

Visual Search & Learning: images and multimedia are more powerful than verbal stimuli.

21st century skills

- Critical Thinking (by analysing and understanding different kinds of hate speech)
- Creativity (by choosing and making a photo collage);
- Communication and collaboration (by working together and writing a collective text);

- Digital Literacy (by using tools like Prezi, Kahoot, Canva or Google docs)
- Autonomy (by making choices and decisions)

Activities

Name of activity	Procedure	Time
Present the LS	Present to students what the main idea of the activity is (the LS- aims and outcomes)	15 min
Present the Europeana platform	Present Europeana (explain how to search for information)	15 min
Teams creation and roles	Create teams (3/4 elements) with roles according to students' profiles. Decide on a team manager responsible for the communication of the team with the teacher. Each team add a main idea about the activity on the Class Padlet	20 min
Research and investigation (collaborative work)	Students will have to do research about the topic, investigate sources provided in the LS and use others that they consider consistent, important and interesting for this discussion topic.	100 min
Data organization and development	Students will select all the information needed to create their presentation. They must pay attention to copyright issues regarding the data they collected.	100 min
Presentation	Each team will present the result of their work to all the class. During the presentation the peers will evaluate the other teams work using the formative assessment "Two stars and a wish". Results will be published after all the presentations and evaluation have been made.	100 min

Assessment

The teacher will use [MyPBLWorks evaluation rubrics](#)

Students will use "Two stars and a wish" that is designed to provide student feedback via peer- and self-assessment. In short, it asks Two Stars – areas where the student's work excelled – and one Wish – an area where there can be some level of improvement.

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

Student feedback

The teacher used a Socratic dialogue to obtain students feedback. That means an argument (or series of arguments) using the question-and-answer method employed by Socrates in Plato's Dialogue Susan Koba and Anne Tweed describe Socratic dialogue as "the conversation that results from the Socratic method, a discussion process during which a facilitator promotes independent, reflective, and critical thinking" (Hard-to-Teach Biology Concepts, 2009). The students engaged on this method by reflecting on their own work, that was really interesting to see how they present their ideas.

Teacher's remarks

Based on students feedback the teacher should reflect on that, as a strategy to improve future activities.

Based on students feedback the teacher also used, as a strategy to improve future activities, the **Teacher self-evaluation- DIMENSION: A CULTURE OF THINKING AND LEARNING**

Instructional Indicators- How would you rate yourself at...	Novice - 1	Developing -2	Proficient- 3	Expert -4
1 Challenging students' mind with rigorous texts and content and equipping them with the skills they need to handle rigorous content?				
2 Engaging students in higher-order thinking challenges (e.g., inquiry, investigation, problem-based learning, action research projects)?				
3 Encouraging and challenging students to support their written and spoken ideas with evidence?				
4 Probing, extending, and clarifying student responses using effective questioning techniques?				
5 Encouraging discussion, dialogue, and debate around important ideas?				
6 Requiring students to use critical academic vocabulary in their speaking and writing?				
7 Using technology as a tool for fostering critical thinking, creative expression, and problem solving?				
8 Teaching students how to use strategies on their own, as tools and frameworks for thinking and learning?				

[Link](#) to Teacher Self-Assessment Guide where this one and other very useful rubrics can be found.

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.

