

Europeana Learning Scenario

Title

Escape Room with Miró in Europeana.

Author

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Abstract

Gamification can trigger greater engagement through their internal design, how they foster student engagement, and creating an environment of intense focus that stimulates learning and retention of information. With this project we intend to carry out a gamification experience through the development of different activities such as the creation of an Escape Room. The main methodology is Project Based Learning through a Spanish painter, Miró. The creation of appropriate learning opportunities will take place by using Art with many resources we can obtain from Europeana

Keywords

STEAM, Art, cooperative learning, oral expression, ICT.

Table of summary

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Subject	Knowledge of the environment, Self-knowledge and Language development. The three fundamental areas of the Infant Education curriculum.
Topic	Cooperative learning through Art.
Age of students	5-6 years old.
Preparation time	1 session
Teaching time	<ul style="list-style-type: none"> • 1 session in large group (with other kindergarten classes) • 5 sessions in small group (our 18 pupils) • 5 shorter sessions in small group (4-5 pupils) • 1 exhibition and online evaluation of the final result (with family collaboration).
Online teaching material	Fundación Joan Miró Reina Sofía Art Museum
Offline teaching material	White paper, colored pencils, pencils and posters, crayons, glues, mirrors, whiteboard...
Europeana resources used	Poster by Joan Miró

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Integration into the curriculum

The proposal will be integrated into the Early Childhood Education curriculum, which encompasses three areas that are worked in a globalized way.

1. Self-knowledge and personal autonomy.
2. Knowledge of the environment.
3. Languages: Communication and representation



We want to achieve the following goals:

- To understand and represent ideas and feelings using plastic language through the use of different techniques.
- To experiment and discover plastic elements (line, shape, color...).
- To express and communicate facts and fantasies through drawing.

What is more, we will especially work on the approach to key competences. To all of them, but especially with the development of this project we will approach the cultural and artistic competence because the students will value and use different cultural and artistic manifestations that are part of the cultural heritage, understanding and representing works of art by Miró.

Aim of the lesson

With this LS we want our students to begin working in cooperative learning trying to solve different problems in the Scape Room.

Outcome of the lesson

With this project, students have to overcome different challenges to pass to successive tests. This way you will learn about the painter's life, his works and their characteristics.

Trends

The relevant trends that we are going to incorporate are:

- Gamification through Scape Room.
- Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects.
- Cooperative Learning: working by groups.
- Continuous Assessment: the focus of assessments is shifting from "what you know" to "what you can do" and "What we have learnt".

21st century skills

- Communication and Collaboration.
- Critical thinking.
- Knowledge construction
- Real-world problem solving.
- Use of ICT for learning.
- Self-discipline

Activities

Name of activity	Procedure	Time
PRESENTATION What we know and what we want to learn about the artist.	Children will receive a letter with a famous painting from Miró. We will start to talk about the famous painter and we will write in a big paper what we know about him and what we will want to learn.	120 minutes
LOOKING FOR INFORMATION	For this, we need to look for information about his life and his picturesque style. We ask families for help through notes written by the children so that they can investigate from home and provide the information to other classmates in the classroom	15 minutes
TAKING RESOURCES FROM EUROPEANA	All together will look for information on the internet, Europeana will be the fundamental resource from which we will obtain "Miró pictures". We will put the painting on the whiteboard and children will be able to talk about the famous painter.	45 minutes
ESCAPE ROOM	Development of the Escape Room with different tests and achievements to overcome in the classroom: Some examples can be using the whiteboard to solve a puzzle or do a digital painting, doing collaborative paintings in the style of Miró developed by the students, deciding which pictures are from Miró and which ones aren't....	45 minutes

Assessment

Evaluation Criteria	% final mark	Adequate	Good	Excellent
Motivation	30%	Child doesn't show interest and doesn't pay attention.	Child doesn't show some effort and strives for his/her best while painting.	Child shows his/her effort and strives for his/her best while creating their own paintings.
Collaboration	20%	Children don't collaborate with their friends trying to discover the mistakes in the game.	Children talk with their friends and divide up the tasks.	Children collaborate a lot and try to pass the trials all together.
Participation in learning	20%	Child rarely shares information or ideas when participating in the group. Child rarely cooperates with others or solves problems appropriately	Child shares information or ideas when participating in the group some of the time. Cooperates with others and solves problems appropriately some of the time	Child shares information or ideas when participating in the group. Cooperates with others and solves problems appropriately
Families implication	5%	Families are not interested in knowing how we are working from class and do not support their children's work.	Families participate somewhat in the activities proposed	Families show interest and investigate with student from home
Technology uses	25%	Child is able to create the painting on the Digital Board.	Child is able to elaborate the painting properly using the Digital Board.	Child is really interested in creating the painting with the use of the Digital Board, sharing the experience with the rest of the classroom.

Student feedback

Children will have their own rubric where they will assess how much they have learnt and how much motivated they have been during the project.

Evaluation Criteria	Adequate	Good	Excellent
			
Motivation	I haven't paid much attention to the explanations	I have done the activities well but quickly and individually.	I have been happy doing the activities and I have collaborated and helped my friends.

Participation in learning	I have made little effort to do the activities	I have tried hard enough to do the activities	I have tried hard and have been involved in the activities
Families implication	My family has helped me little from home	My family has searched for some information with me from home.	My family has worked with me from home for many days, helping me and teaching me many things about the painter and then being able to explain them in class.
Technology uses	I have used little and without complying with the standards the whiteboard.	I have used properly the whiteboard and it has helped me to improve my creations.	I loved using the whiteboard in compliance with standards to improve my artwork

Teacher's remarks

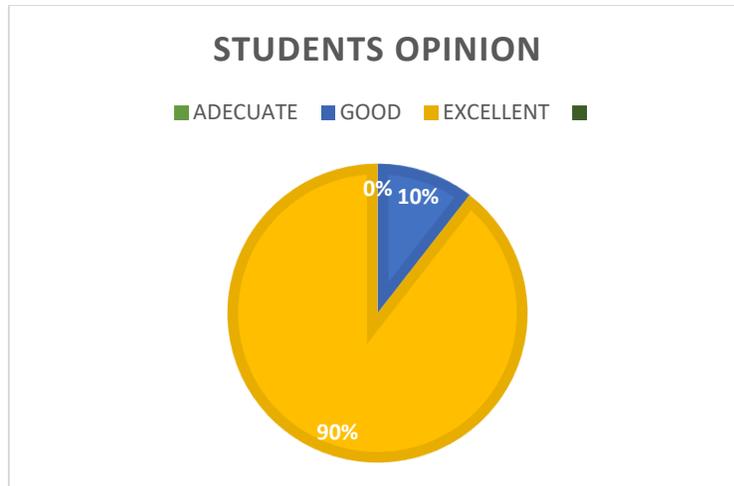
The development of activities during the project was really satisfactory. The students were really motivated and the use of Europeana favored the increase of the students' curiosity. At the end of the project, we verified that the objectives set had been successfully achieved and that the students were able to control their feelings more, always within the characteristics of children's thinking and specifically of the 5-6 years old students. Different activities could be carried out throughout the project, including the participation of families. At the end of the project, we contrasted the ideas they wanted to learn about Miró with the results and lessons learned and obtained the following responses from the children. Some of their responses were:

- Miró was a famous Spanish painter.
- He started painting animals but soon used his imagination to increase his creations.
- His name was Joan.
- He lived in Barcelona.
- His favorite colors were: red, yellow, blue, and black.

What is more, we tried to ask them how interesting the project was. For this, our students had to complete a sheet evaluating the different activities carried out. The results were the following:

Students opinion on how interesting the activities of the project were

Adecuate	Good	Excellent
		
<i>0 pupils. 0%</i>	<i>2 pupils. 10,5%</i>	<i>17 pupils. 89,5%</i>



Source: Own elaboration

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



Picture of the activity. CC-BY-SA Leticia Gil



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