

# Europeana Learning Scenario

## Title

Masterpieces of art

## Author(s)

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## Abstract

Students develop different 21<sup>st</sup> century skills by making presentations concerning masterpieces of art in three European countries – Estonia, Poland and Germany. They use galleries in Europeana collections and do some research concerning masterpieces of art selected by the Ministries of culture of corresponding countries. On this way students develop their ICT and art skills, empower their 21<sup>st</sup> century skills, at the same time learning something new about the culture of the countries – partners in an eTwinning project: APPic Learning. Created materials will be with the other participants on project’s Twinspace and can be re-used by them.

## Keywords

art, presentations, interdisciplinary project, project-based learning, eTwinning

## Table of summary

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Subject	<i>Informatics Art</i>
Topic	<i>Creating presentations: Masterpieces of art in Estonia, Poland and Germany as part of eTwinning project: APPic Learning</i>
Age of students	<i>12-13</i>
Preparation time	<i>1 hour</i>
Teaching time	<i>3 x 40 minutes class</i>
Online teaching material	<a href="http://www.padlet.com">www.padlet.com</a> <a href="http://www.kahoot.it">www.kahoot.it</a> <a href="http://www.wikipedia.org">www.wikipedia.org</a> <a href="https://www.europeana.eu/portal/en">https://www.europeana.eu/portal/en</a>
Offline teaching material	<i>Computers, LCD projector</i>
Europeana resources used	<i>Europeana galleries: <a href="#">Masterpieces of Estonian art</a> <a href="#">Masterpieces of Polish art</a></i>



## Masterpieces from Germany

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### Integration into the curriculum

The main idea of this learning scenario is to develop students' knowledge about the art in the countries – participants in the eTwinning project. Concerning Informatics, with this learning scenario the topic: Creating presentations on given topic, is covered. During this topic students should gain knowledge and empower their skills for creating presentation. The topics like: searching information online in digital encyclopedias, repositories, etc., or using search engines; and respecting copyright and intellectual property rights, will be covered, too.

### Aim of the lesson

Students will gain knowledge about the masterpieces of art in several countries. They will empower their skills to search on Internet, analyze gathered information, select the most appropriate one, create good combination of images and text and making presentation.

Students will deepen their knowledge about copyrights and intellectual property, will learn how to create presentations, how to use different online applications, like Padlet and Kahoot, which will empower their digital literacy. At the same some this project-based approach and collaborative work will develop various students' 21<sup>st</sup> century skills.

### Outcome of the lesson

Final product of this learning scenario are presentations about masterpieces of art in Estonia, Poland and Germany and Kahoot quizzes on this topic. These products will be shared on project's Twinspace which will enable broader use of the gathered information.

### Trends

- Project- based learning
- Life-long learning
- Collaborative learning
- Student- centered learning
- Peer learning
- Cloud based learning
- Visual search and learning
- Learning materials

## 21<sup>st</sup> century skills

The learning scenario itself is designed in order to empower students' information literacy, media literacy and ICT literacy through using galleries of Europeana collection, searching information online and using different ICT tools in order to achieve desired outcomes. Through group work students develop their communication and collaboration skills. Creativity and critical thinking while creating final products, raise students' learning & innovation skills. Skills for global awareness, social and cross-cultural skills, leadership and responsibility, will be developed, too.

## Activities

Name of activity	Procedure	Time
<b>Introduction</b>	Teacher introduced students with the aim of the project and the way of its implementation. The project itself is described and all materials are put on the Twinspace of an eTwinning project: APPic Learning. All the activities that should be carried out during the project and expected outcomes, are presented there.	10
<b>Introduction to Europeana</b>	Before students start their work, they are introduced with Europeana collections, its resources and the way they it can be used. The Creative Commons license structure is also presented. Benefits from using Europeana collections in all areas, including education, are discussed with students.	15
<b>Research, organization of the information</b>	Students are divided in groups. They access the galleries in Europeana collections following the links provided by teacher. Each group has a task to search about these highlights of art in one of the participating countries. They open painting in the given collection, read information for some of the paintings, sometimes they need to search and outside Europeana collections, to critically analyze found information and to make a conclusion in a group. Students are continuously reminded to pay attention on Creative Commons licensing. They use Padlet as a place to share media like images or text among each other. Students put information there, comment on some other's found information, and commonly decided on the most important facts that should be used for creating a final product.	35
<b>Creating final products</b>	Each group should create a presentation about masterpieces of art in the country that they were working on, and a quiz in Kahoot! to test gathered knowledge.  Students jointly agree on the design, materials that should be put, number of pictures, information and overall look of the presentation. They also discuss and agree about the question and answer that will be put in the multiple-choice quiz.  Students communicate, collaborate, work together, and teacher just guide their work and give them constructive feedback. Created materials are posted on Padlet, so all the groups can have access to them.	20
<b>Presentations and feedback</b>	Each group presents their work. Other students can ask questions and comment about the information presented. At the same time some comments are made about the content of presentation and the way that oral presentation is made. All students improve their knowledge about masterpieces of art in three mentioned countries.	20

Name of activity	Procedure	Time
<b>Kahoot! quiz</b>	Teacher combines quizzes from the groups and make one quiz which will be used for evaluation of the gathered knowledge on the topic. Students will play this quiz on computers or mobile devices.	10
<b>Conclusion</b>	Student discuss about the activities, team work, gathered knowledge and skills, use of Europeana collections, used ICT tools. They identify learned lessons and areas for improvement.	10

### Assessment

Formative assessment of students is done during their work. Their skills to search online, find information, analyse them, make conclusions, taking into account creative common licensing, using different ICT tools and create presentation is assessed, giving them constructive feedback. Quality of final products, which is also discussed with students, is the prove of achieving desired outcomes. Gathered knowledge about masterpieces of art is assessed with the quizzes created by the students:

- Kahoot quiz about Estonian art: <https://create.kahoot.it/share/masterpieces-of-estonian-art/12a38b0b-cf99-4429-ae58-e48724bb19c9>
- Kahoot quiz about Polish art: <https://create.kahoot.it/share/polish-masterpieces/44a8fa8d-9a3d-430a-a6d9-c457df750309>
- Kahoot quiz about German art: <https://create.kahoot.it/share/masterpieces-of-german-art/9518df37-ded9-46ad-98fb-dea1a40c3e7a>

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

Students discuss about each other work during the oral presentation and after Kahoot! quiz. They have an opportunity to make a final conclusion about the activities, team work, gathered knowledge and skills, use of Europeana collections, used ICT tools, through discussion at the end of the activity. They identify learned lessons and areas for improvement.

### Teacher's remarks

It was a great experience, where students were having fun during the activities. The working atmosphere was excellent, students had a good team work. It was interesting how they immediately decided who is going to be team leader and who will delegate tasks in the group. They divided activities among each other and each member of the group was active and fully realized the given task. The students have communicated, collaborated with each other, were active, analyzing information, selecting them, and making jointly decisions. A few of the students had problem with using Kahoot! and peer learning was put on stage. Students were open to comment about each other work and to give feedback.

Students discussion at the end of the activity showed that they were enjoying, combining learning and fun. They like this kind of engaging activities where they should participate and contribute to the final products. They have learnt a lot about art in their friends' countries. At the same time, they empowered their knowledge and skills in making presentation and using Padled. Most of them have created quizzes in Kahoot! for the first time. They like this new tool and have started thinking of different way of its implementation in the classroom. Students were also satisfied with the learned lessons about copyright licencing and the possibilities of using Europeana collections.

## 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.

