Europeana Learning Scenario

Abstract

Cultural heritage is an integral part of our lives, it is everywhere around us and it shapes who we are, however we are not often aware of what it is, how many different forms it takes and the fact that it is in danger and that the responsibility for preserving it lies with us. In order to raise students' awareness of the importance of preserving cultural heritage for future generations, this lesson focuses explicitly on the topic of endangered cultural heritage and it addresses the following questions to the students: What constitutes cultural heritage and what types of heritage are there? Is cultural heritage at risk and why? What factors pose a threat to it? Do we need to protect it for future generations and how can we protect it? The students are invited to find the answers to these questions in the website for the European Year of Cultural Heritage 2018, in the UNESCO website and in the online exhibition "Heritage at Risk" on the Europeana platform, which is a very well curated exhibition specially dedicated to this topic. The students' task in this lesson is to collect data from the above resources, adapt the data into new forms using a number of innovative ICT tools and share what they have learned with the rest of their school and local community, preparing an article and a leaflet that would inform people about endangered cultural heritage.

Keywords

Cultural Heritage, UNESCO, Threats, Destruction, Preservation

Table of summary

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Subject	English, History, Geography, Civics
Topic	Protecting Endangered Cultural Heritage
Age of students	15-18
Preparation time	40 min
Teaching time	290 min (6 – 7 lessons)
Online teaching material	• **The different forms of Cultural Heritage:** *https://europa.eu/cultural-heritage/about_en.html*

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	• **Creative Commons Licenses:** *https://creativecommons.org/licenses/* • **UNESCO World Heritage List:** *http://whc.unesco.org/en/list/* • **ThingLink:** *https://www.thinglink.com/* • **Popplet:** *https://www.popplet.com/* • **Toony Tool:** *https://www.toonytool.com/* • **Padlet:** *https://www.padlet.com/* • **Canva:** *https://www.canva.com/* • **Kahoot:** *https://www.kahoot.com/* • **Google Maps:** *https://www.google.com/maps/* • **Google Forms:** *https://www.google.com/forms/about/* • **Rijksmuseum:** *http://hdl.handle.net/10934/RM0001.COLLECT.42436*. • **Public Domain Mark:** *http://creativecommons.org/publicdomain/mark/1.0/*
Offline teaching material	Notebooks, pen
Europeana resources used	• **Europeana Exhibition – Heritage At Risk:** *https://www.europeana.eu/portal/en/exhibitions/heritage-at-risk* • **Europeana:** *https://www.europeana.eu/portal/en* It will be used to search for examples that correspond to the 4 different types of cultural heritage. • **Notre-Dame in Parijs, 1854** from Europeana collections: *https://www.europeana.eu/portal/record/90402/RP_P_1990_195.html*

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Integration into the curriculum

This is a multidisciplinary lesson designed to be taught in the English foreign language class, but it can also be taught in any Geography, History or Civics class. The students' age may range from 15 to 18 and their English language level may range from B1 to C2 according to the Common European Framework of Reference for Languages. Ideally, the lesson could be used to celebrate World Heritage Day on April 18. In Greece, this lesson can easily fit into our national curriculum for the English language class: it can be a very good addition to Unit 1 ("What a Wonderful World") of the "Think Teen" textbook which is taught to the 3rd Grade of Junior High School: http://ebooks.edu.gr/modules/ebook/show.php/DSGYM-C109/526/3476,21315/ .

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Aim of the lesson

The aim of the lesson is to help students understand the dangers that cultural heritage is facing and become aware of the importance of protecting it for future generations.

Outcome of the lesson

Article to be published online, summarizing what cultural heritage is and what forms it can take, outlining the dangers that it faces and suggesting ways of preserving it.

Leaflet to be distributed to community members, informing them about the endangered heritage of the world and the responsibility we all have to protect it for future generations.

Trends

Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups.

Collaborative Learning: a strong focus on group work.

Peer Learning: students learn from peers and give each other feedback.

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

Open Source Learning: learners copy, share, adapt and reuse free educational materials.

21st century skills

This lesson addresses our students' need to develop their skills in 4 key areas:

1. Ways of thinking (creativity, innovation, critical thinking, problem-solving, decision-making and learning to learn)

    Students create mind maps, an interactive map, images with cartoons, an article, a leaflet. They answer critical questions about whether our cultural heritage is at risk nowadays, what threats there might be and why it is important to protect it. They are asked to find solutions to the problem of protecting endangered cultural heritage and they devise their own action plan. They learn to use new educational materials and innovative ICT tools and they reflect on their learning.

2. Ways of working (communication, collaboration and teamwork)

    Students learn to work together in groups, they negotiate what to write and what images to include, they communicate in new ways sharing their opinions on the Padlet wall and they communicate the result of their work to a wider audience through their article and leaflet.

3. Tools of working (information literacy and ICT literacy)

    Students learn to identify key points in online texts and how to present them in new forms using innovative ICT tools such as Popplet, ThingLink and Toony Tool. They learn about types of copyright licenses and how to credit their sources.

4. Living in the world (citizenship, life and career skills and personal and social responsibility)

Students learn about the importance of cultural heritage and they consider ways of taking action to protect it. They publish an article and distribute a leaflet and in this way they learn how to reach out to a wider audience in order to share their concerns.

Name of activity	Procedure	Time
Introduction/ Brainstorming	The teacher shares a picture of **Notre-Dame in Paris, 1854** from Europeana collections and presents the main questions the students will be invited to answer in the lesson: What is cultural heritage? What are the various forms it takes? Is cultural heritage at risk and if yes, why? What are the major factors responsible for the threat to cultural heritage? What can we do to protect cultural heritage for future generations? The teacher explains the students' task in this lesson. They are going to learn more about the topic of cultural heritage and the dangers it is facing and then put together all they have learned to create an article and a leaflet informing people about endangered cultural heritage.	10 min
TASK A: What is cultural heritage? Create a mind map	The students get into groups of three. They learn about the **different types of cultural heritage** (tangible, intangible, natural, digital) by visiting the official website about the European Year of Cultural Heritage 2018 https://europa.eu/cultural-heritage/about_en.html. They start creating a mind map about cultural heritage using **Popplet**, a multimedia graphic organiser. At this stage they only need to create 4 branches to their main topic and write the necessary information in each of them. An image of the mind map will be included in the final article they will create and it will help readers visualise the data and understand what constitutes cultural heritage.	35 min
Examples of cultural heritage	The teacher presents the **Europeana website** which brings together a collection of cultural heritage treasures. The teacher invites the groups of students to look at the website, read Europeana's mission stated at the bottom of the homepage, and consider why it is important to have a digital library of cultural heritage. Then the students browse Europeana collections and they search for examples that correspond to the 4 different types of cultural heritage. Each group uploads **4 corresponding images** (or other types of media) to their map on Popplet. Finally, the groups share their mind maps with the rest of the class. At this stage it is important that the teacher informs students about the copyright licenses and the fact that they are only allowed to use content labelled with Public Domain, CC0, CC BY and CC BY-SA. The teacher refers students to the official **Creative Commons Licenses** website https://creativecommons.org/licenses/	35 min
TASK B: What are the	The students are introduced to the Europeana Exhibition "**Heritage at Risk**". The new task of the groups is to browse the exhibition, identify	30 min

Name of activity	Procedure	Time
threats to cultural heritage? Create a mind map	the different factors that pose a threat to cultural heritage and create another **Popplet** mind map entitled "Threats to cultural heritage". They will create branches for all threatening factors they identify, for example war activities, natural disasters, urbanization, tourism.	
Add images to mind map	On their Popplet map the students upload a **relevant image for each threatening factor**. They find the images in the ``Heritage at Risk'' exhibition. The groups share their mind maps with the rest of the class.	20 min
TASK C: Examples of cultural heritage affected in the past. Create an interactive European map.	The students are invited to create a common **ThingLink** map of Europe that displays examples of tangible cultural heritage affected in the past by the above threats. They will include the interactive map in their final article in order to help readers realize the extent of destruction that Europe's monuments and heritage sites have suffered throughout history. The teacher explains the task: An image of a **Google map of Europe** will be uploaded to ThingLink, the students will locate each item on the map and insert information on it. However, instead of writing a plain text about each cultural heritage item, the students will present the information in a more visually appealing way, by creating a cartoon image on **Toony Tool**.	10 min
Create Toony Tool images	At this stage each group undertakes to work on one item included in the "Heritage at Risk" exhibition. They find the most important information about it and they check whether the accompanying image in the exhibition is labelled with Public Domain, CC0, CC BY and CC BY-SA, so that they can reuse it on Toony Tool. Almost all images in this exhibition are free to reuse. They upload the relevant image to the Toony Tool website and create **a cartoon character with a speech bubble** presenting the basic information about the item: What is the name of the cultural heritage item or site? When was it destroyed or threatened to be destroyed and why?	25 min
Add links with Toony Tool images	The groups locate their item on the common map and they add the Toony Tool image they created. The map of Europe is complete and ready to be used in the students' article.	15 min
TASK D: How can we protect endangered heritage?	The teacher presents the **UNESCO World Heritage List** http://whc.unesco.org/en/list/ to the students. The students find out that all UNESCO sites in danger are marked in red colour on the world map.	30 min
A Padlet wall with ideas	The students in groups are invited to think about how we can best preserve our cultural heritage, especially the heritage that is in danger,	

Name of activity	Procedure	Time
	and they write down their ideas. They devise an action plan and share their ideas by making a post on a common **Padlet** wall.	
TASK E: Create an article and a leaflet on the topic	The students create an **article** and a **leaflet** informing the public about the dangers that cultural heritage is facing and outlining their own suggestions on how to protect endangered cultural heritage. The article will be more detailed, and it will include the Popplet maps, the ThingLink map (and the Padlet wall optionally) that the students have created. The leaflet will be created on **Canva** and it will include catchy images and slogans. The article will be published on the school website and the leaflet will be printed and distributed to parents and the local community. The work is divided among students. Half of the groups work on the article and half on the leaflet. In case the number of students is large, each group can produce their own version of the article or the leaflet and then the class can decide on the best version. The students make sure they have credited all the images and sources they have used in their work according to the Creative Commons specifications.	50 min
Assessment	The students take part in a **Kahoot** quiz that checks their newly acquired knowledge about the various forms of cultural heritage and about the types of threats that cultural heritage is facing.	15 min
Self-evaluation	The students complete a **Google Form** that contains a set of self-evaluation statements concerning their performance in the lesson as well as a set of open-ended questions about what they enjoyed most in the lesson and what they would like to change or improve.	15 min

Assessment

The teacher will be able to assess the students' acquired knowledge on the topic by using a **Kahoot** Quiz at the end of the lesson. Some example questions:

- Which of the following does NOT pose a threat to cultural heritage?
1. tourism   2. pollution   3. war   4. systematic digitisation

- Notre-Dame cathedral in Paris is an example of …… cultural heritage.
1. natural   2. intangible   3. tangible   4. digital

- …….. lists endangered cultural heritage sites in the world.
1. UNESCO   2. Europeana   3. Creative Commons   4. Google

Student feedback

The students will complete a **Google Form** where they will provide their answers to the following open-ended questions:

- Did you find this lesson useful and why?
- What did you enjoy most in the lesson?
- What aspect of the lesson would you like to change or improve?

Teacher's remarks

The lesson has not been taught yet.

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