

Europeana Learning Scenario

Title

Eurovision Song Contest and the European Union

Author(s)

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Abstract

Teaching English language is not just about learning grammar and vocabulary, which is the grammatical competence of the students. Learning a foreign language also involves mastering sociocultural factors connected with the European countries, where English is used.

This collaborative learning scenario promotes lifelong learning and mobile learning, during which students will have to carry out several activities. In order to do so, they will use the Europeana platform and finally they will create mind maps, charts or tables to present the new information about a European country.

This is an entertaining and engaging learning scenario where students work together and look for data using Europeana resources. As the well-known psychologist Jerome Bruner claimed, “Education must be not only a transmission of culture but also a provider of alternative views of the world and a strengthener of the will to explore them.”

Keywords

Collaborative work, European Union, Eurovision Song Contest, Music, Teaching English

Table of summary

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Subject	Music, English language, Geography and History
Topic	Eurovision Song Contest as the means to learn about the European Union
Age of students	Students are on 1 st course of Compulsory Secondary Education (CSE) so they are aged between 13 and 14 years old
Preparation time	10 hours
Teaching time	3 sessions of 50 minutes
Online teaching material	<ol style="list-style-type: none"> 1. Google Classroom is a free web service that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students 2. Europeana Collections : https://www.europeana.eu/portal/en The aim is to introduce Europeana's activities and educational offer to promote the use of digital cultural heritage in learning environments



	<p>3. Tools aimed to create interactive and animated contents free and easily such as <u>Genially, Kahoot, Mentimeter or Google forms</u></p> <p>Tablets/smartphones/video projector/internet connection/teacher's computer</p>
Offline teaching material	Paper and pen to make a sketch of the Europeana Learning Scenario
Europeana resources used	<p><u>EUROVISION POSTER COVER</u></p> <p><u>HISTORICAL DOCUMENT FOR ANNEXE 1</u></p> <p><u>MAP OF SPAIN FOR ANNEXE 1</u></p> <p><u>SPANISH FLAG FOR ANNEXE 1</u></p> <p><u>SPANISH SONG FOR ANNEXE 1</u></p>

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Integration into the curriculum.

For my 1st course of Compulsory Secondary Education (CSE), the Eurovision Song Contest will be the topic analyzed during the first week (2nd – 6th) of March 2020. Therefore, I have planned 3 sessions dealing with this topic so that this learning scenario about the Eurovision Song Contest will fit in the curriculum.

Aim of the lesson

By the end of the lesson, students should be able to:

- locate some European countries and know specific data associated with the country such as: its official language of that region, its population and its flag (Geography and History subject)
- recognize the most celebrated song, its corresponding style played in the European Song Contest and the decade when the song was sung (Music subject)
- use of the foreign language to reinforce their communicative competence in the foreign language classroom (English subject)

Outcome of the lesson

Students can understand and learn about characteristic features of European countries, while they create mind maps, charts or tables so as to display the gathered data.

Trends

Collaborative Learning: a strong focus on group work.

Lifelong Learning: learning does not stop when leaving school

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

21st century skills

- Creativity: thinking outside the box
- Collaboration: working with others
- Communication: talking to others
- Information literacy: Understanding facts, figures, statistics, and data
- Media literacy: the practice of distinguishing between credible and non-credible web sources
- Technology literacy: involves the usage of computers, tablets, Chromebooks... and so on, so as to maximize the teaching and learning process
- Flexibility: Deviating from plans as needed
- Leadership: Motivating a team to accomplish a goal
- Initiative: Starting projects, strategies, and plans on one's own
- Productivity: Maintaining efficiency in an age of distractions
- Social skills: Meeting and networking with others for mutual benefit

Activities

	Name of activity	Procedure	Time
SESSION 1	Introductory activity	<p>The teacher asks questions about Eurovision Song Contest such as: which countries take part in the annual song competition? Which is the language spoken in each country? Which are the most famous Spanish songs? Has Spain won any edition?</p> <p>The main purpose of this activity is to introduce the unit and draw the students' attention to the given topic.</p>	10 minutes
	Collaborative work: explanation	<p>Students are organized into pairs: 15 pairs in total. Each pair represents a country of the European Union. Students have to look for information about:</p> <ul style="list-style-type: none"> - The location of the country (students will have to look for a map of the country they represent retrieved from Europeana resources) - Its population - Its official language - One famous song sung in the Eurovision Song Contest - The style of the song selected - The decade in which the song was launched - Representative document of the country (it will have to be retrieved from Europeana resources) - Flag of the country_(it will have to be retrieved from Europeana resources) - Link to a famous song from the country (it will have to be retrieved from Europeana resources) - Other interesting feature about the country in question (architecture, sport, tradition, art...) 	40 minutes

Name of Procedure		Time
		<p>All this information will be provided to the learners through Google Classroom platform so that they can work easily with their computers or tablets. Students will have access to the Europeana resources to search for information. This first session has been mainly designed so as to our students are able to be familiar with Europeana resources. In order to do so, the teacher will explain them basis notions on how to digital learning resources and tools developed by Europeana. Students will perform easy researches via key words or by colour, people, time period, and topics, or explore curated resources, ranging from virtual exhibitions and galleries to thematic collections on World War I, Natural History, Art, Maps and Geography, Music, Fashion, Photography, Migration, Manuscripts, Archaeology and Newspapers.</p>
SESSION 2	Collaborative work: all hands on deck	<p>Students will start their online searches using Europeana. They will work in pairs with their computers or tablets. At the end of the session, each couple will have to submit a mind maps/chart or tables to complete the work. The teacher will guide the students on which part of Europeana they should use ,which exhibition or which collection they should work with.</p> <p>The teacher will show the students the mind map she has created (see Annex 1)</p>
SESSION 3	Presentation of the student's work	<p>Students will have to show the rest of their mates the mind maps, charts or tables they have created. Learners will have to take notes of the presentations since at the end of the session, they will have to fill in a form</p>
	Final quiz	<p>In the end, as a final task, students are asked to complete a questionnaire about Eurovision Song Contest and the European Union. In order to do so, they will have to pay attention to the presentations carried out by the rest of their mates. The teacher creates this form with the app Google Forms.</p> <p>It is an individual activity</p> <p>Take a look at the form created (Annex 2)</p>

Learning designer : <https://v.gd/nr1Y18> (Annex 3)

Assessment

The lesson will be assessed at the end of session 3, which will incorporate all the knowledge students have gained throughout the lesson. Learners will be evaluated in four ways:

- Introductory activity in session 1. The main purpose of this activity is to topic of European countries and to identify the current knowledge and /or misconceptions about the topic (Diagnostic assessment)
- Students will be assessed for their work during the lesson (formative assessment)
- They will receive an additional grade for presenting their final work once session 3 has been completed (formative assessment)
- Online final quiz to evaluate their knowledge on the topic here discussed (Summative assessment)

FINAL QUIZ- Google Forms (Annex 2)

Eurovision Song Contest and the European Union



Google Forms

1. Which country represented the song "Waterloo"?

Spain

Portugal

Sweden

The United Kingdom

2. When did The United Kingdom win with the song 'Save Your Kisses For Me'?

1987

1967

1976

3. Which language is spoken in Ireland?

Spanish

Irish

English

British

4. Which is the population of Spain?

6 million people

100 million people

46 million people

5. Which country is it?



Belgium

6. Which is the style of the famous song 'Hard Rock Hallelujah' (winner, Finland, 2006) ?

Pop

Heavy

Rock

Flamenco

7. Write a brief paragraph about the country you have been working with your partner and talk about: its language, population, location, a famous song and its style *

Free answer- See a sample in annex 1

Student feedback.

Verbal feedback after the session 3 and online feedback the final mark they have achieved in the lesson through Google classroom.

Teacher's remarks

Rubric created by the teacher to assess the oral presentations of the students.

RUBRIC FOR ORAL PRESENTATIONS

STUDENT: _____

CATEGORY	4 EXCELLENT	3 GOOD	2 SATISFACTORY	1 WEAK
A.FLUENCY	She/ He speaks slowly and with great clarity	Most of the time, she/ he speaks slowly and with great clarity.	Sometimes she/ he speaks slowly and clearly, but others accelerates and she/ he is misunderstood.	She/ he speaks too fast or pauses when speaking. Moreover, his/her pronunciation is not good.
B.VOCABULARY	She/ he Uses the appropriate vocabulary for the audience. Increases vocabulary by defining words that might be new to the listeners.	She/ he uses suitable vocabulary for the audience. He/she adds 1-2 new words, but not defined.	She/ he uses the appropriate vocabulary for the audience. He/she does not include new vocabulary	She/ he uses multiple words or phrases (3-4) but, she/ he does not define them and are not understandable to the audience.
C. GRAMMAR	She/ he uses proper grammar for the audience. She/ he increases with grammatical structures not seen in the classroom	She/ he uses proper grammar for the audience.	She/ he uses proper grammar for the audience. She /He does not make overly serious errors	Grammatical errors (3-4 serious errors) have hampered understanding
C.PRONOUNCIACION	He/she has spoken correctly and vocalizing	She/he has spoken correctly and vocalizing at the least 90% of the time.	He/she has spoken correctly and vocalizing at the least 80% of the time.	Pronunciation errors have hindered understanding
D.CONTENT	He/she shows a total management of the	He/she demonstrates good handling of the issue.	He/she demonstrates good management of parts of the topic.	He/she does not seem to handle the issue.

	topic.			
E.BODY MOVEMENT AND EYE CONTACT	When talking posture and gesture are adequate. He/she keeps constant eye contact with the audience	Most of the time posture and gesture are adequate and almost always looks to peers while speaking.	Sometimes maintaining proper posture and gesture, others do not. Sometimes, he/she looks at his/her classmater	He/she does not maintain proper posture and gesture for oral exposure and does not look his/her audience

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

Annex 1- Mind map created by the author of the present Europeana Learning Scenario

https://www.canva.com/design/DADxZOa5ngY/share/preview?token=0q6jRAUEk1VuRPs3URY5w&role=EDITOR&utm_content=DADxZOa5ngY&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton



Annex 2- Google Form created by the author of the present Europeana Learning Scenario

<https://forms.gle/1jbuUUmMKmQiqNtT7>

Eurovision Song Contest and the European Union

Escribe aquí tu texto.

Which country represented the song "Waterloo"?

- Spain
- Portugal
- Sweden
- The United Kingdom

When did The United Kingdom win with the song "Save Your Kisses For Me"?

- 1987
- 1967
- 1976

Which language is spoken in Ireland? *

- British
- Spanish
- Irish
- English

Which is the population of Spain? *

- 46 million people
- 6 million people
- 100 million people

Which country is it? *



Texto de respuesta corta

Which is the style of the famous song 'Hard Rock Hallelujah' (winner, Finland, 2006) *

Pop

Heavy

Rock

Flamenco

Write a brief paragraph about the country you have been working with your partner and talk about: its language, population, location, a famous song and its style *

Texto de respuesta larga

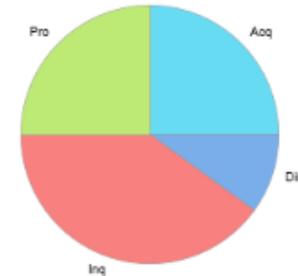
Annex 3- Learning designer created by the author of the present Europeana Learning Scenario

<https://v.gd/nr1Y18>

<https://www.ucl.ac.uk/learning-designer/viewer.php?uri=/personal/mariagarc/designs/fid/3a35ba080201e61c111b081fd55932b9c35ed4317167acf7916940e481a71713>

Name MARIA GARCIA BAÑOS
Topic Eurovision Song Contest as the means to learn about the European Union
Learning time 2 hours and 50 minutes
Designed learning ti... 1 hour and 40 minutes
Size of class 30 students
Description Eurovision Song Contest as the means to learn about the Euro...

Mode of delivery Other
Aims -Locate some European countries and know the official langua...
Outcomes No outcomes are set
Editor mariagarc



Turn editing on

Introductory activity	Collaborative work	Presentation of the students' work
<p>Discuss ⌚ 10 🗣️ 30 👤 0 🔒 0 🚫</p> <p>The teacher asks questions about Eurovision Song Contest such as: which countries take part in the annual song competition? Which is the language spoken in each country? Which are the most famous Spanish songs? Has Spain won any edition? The main purpose of this activity is to introduce the unit and draw the students' attention to the given topic</p> <p>Notes:</p>	<p>Investigate ⌚ 40 🗣️ 30 👤 0 🔒 0 🚫</p> <p>Students are organized into pairs: 15 pairs in total. Each pair represents a country of the European Union. Students have to look for information about: - The location of the country and its population - Its official language - One famous song sung in the Eurovision Song Contest - The style of the song selected - The decade in which the song was launched - Other interesting feature about the country in question (architecture, sport, tradition, art...) All this information will be provided to the learners through Google Classroom platform so that they can work easily with their computers or tablets. At the end of the session, each couple will have to submit a mind map/chart or table to complete the work. Students are guided</p> <p>Notes:</p>	<p>Read Watch Listen ⌚ 25 🗣️ 30 👤 0 🔒 0 🚫</p> <p>Students will have to show the rest of their mates their mind maps, charts or table they have created. Learners will have to take notes of the presentation since at the end of the session, they will have to fill a form</p> <p>Notes:</p>



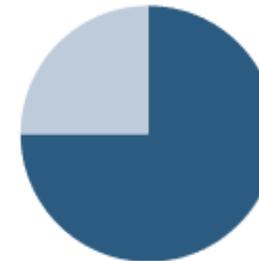
Representations of the learning experience



Learning through	Minutes	%
Acquisition (Read, Watch, Listen)	25	25
Investigation	40	40
Discussion	10	10
Practice	0	0
Collaboration	0	0
Production	25	25



	Minutes	%
Whole class	0	0
Group	75	75
Individual	25	25



	Minutes	%
Face to face	75	75
Online	25	25