

## Europeana Learning Scenario

### Title

Distance Education: Cultural Heritage is ‘New’ Normal!

### Author

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### Abstract

This learning scenario was prepared for 16-17 aged students. This learning scenario creates an opportunity for these students to understand “the history of distance education” by watching videos, searching, and designing info graphics about the distance learning background. Most students and teachers think that the beginning of distance learning starts with computer technology and the internet, but it is clear that it existed well before we had the online social constructs of today via new generation technologies. Its background has a big history. When students see info graphics that are about distance education history, they will be curious about knowing what the future will look like with day by day advancing technology. Until that time, they can appreciate where they are today and where they have come from (both of which will shape their future guess.). They will also have to work together, communicate and design a timeline using different design tools and skills. Today, the world is facing with a big pandemic and this is not the first. These activities have been prepared to show that distance education isn’t an emergent education approach. Distance education is a powerful resource to go on teaching and learning during the pandemic. It was useful in every historical period. In fact, it is a cultural heritage for societies. If teachers and students notice distance education's background, they will understand much more easily the effectiveness and value of it. By understanding the history of distance education, students will see the development of it through new technology. So, we can say that the history of distance education and the future of distance education can meet in common purposes. This situation may provide an effective future education system. So, if we understand distance education as a cultural heritage, I believe that we will have a better education system with a combination of distance and face to face education via technology in the future. As a result, I can say that blended learning is coming effectively and fast.

### Keywords

Distance Education, Distance Learning, Remote Teaching, eLearning, Future Learning

### Table of summary

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Lesson	English, graphic design, history
Topic	Distance Education: Cultural Heritage is ‘New’ Normal!
Age of students	16-17
Preparation time	30’ for teacher,15’ for students to do some research
Teaching time	4 lessons of 40 minutes each



<b>Online teaching material</b>	<a href="#">Video 1</a> <a href="#">Video 2</a> <a href="#">Video 3</a> <a href="#">Canva 1</a> <a href="#">Canva 2</a> <a href="#">Canva 3</a> Photoshop <a href="#">Google forms</a>
<b>Offline teaching material</b>	Support documents: Bonk, C. J., & Graham, C. R. (2012). The handbook of blended learning: Global perspectives, local designs. John Wiley & Sons. Available <a href="#">here</a> Bates, A. W., & Bates, T. (2005). Technology, e-learning and distance education. Psychology Press. Available <a href="#">here</a> Willis, B. D. (1994). Distance education: Strategies and tools. Educational Technology. Available <a href="#">here</a>
<b>Europeana resources used</b>	<a href="#">distancelearning1</a> <a href="#">history education</a> <a href="#">history+education</a>

### Licences

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### Integration into the curriculum

This scenario was created for ICT class in vocational high school which 11th-grade students are attending and planning to study computer science at university. Most of their efforts are on using web 2.0 tools, graphic design programs. They like designing in different subjects. They have enough time to develop their design skills. They focus on design. So, teachers who aim to develop their students' design skills can use this scenario any time during the year.

It also aims to develop students' research skills and report-writing on a chosen topic. They will use some Web 2.0 tools such as Canva. Furthermore, they will use a professional design program such as Photoshop.

The topics of this learning scenario fit into three lessons of the vocational high school national curriculum: English, graphic design and history lessons. They will combine their design skills on a subject. This topic should be considered in a cross-curricular approach at different levels of students to see their creative skills.

### Aim of the lesson

Most of us think that the beginning of distance learning is with computer technology and the internet, but it is clear that it has existed well before we had the online social constructs of today via new generation technologies. Especially, nowadays, distance education has been entered suddenly into our life with the pandemic, but distance education has actually been around for quite a long time. In fact,

distance education has a ~~years-long~~ long-term tradition in many European countries, especially the United Kingdom, Germany, and France. In the United States, the earliest recorded distance education program was in 1728 when Caleb Phillips advertised private correspondence courses in the Boston Gazette newspaper! Isn't it amazing? When students see info graphics which are about distance education history, they will curious about knowing what the future will look like with advancing technology. All along the learning scenario process, students will understand distance education heritage and the value of it. They will shape distance education future guess with the 21st-century learning skills listed above.

### Outcome of the lesson

Students will design info graphics.

### Trends

- Distance learning
- Student-centred learning
- Collaborative learning
- Cloud-based learning
- ~~Use own your devices~~ Use your own devices : Make designs on their personal devices at home.

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

- Distance learning
- Communication
- Collaboration
- Critical thinking
- Creativity

### Activities

Name of activity	Procedure	Time
1 <sup>st</sup> Lesson		
Introduction	The teacher creates teams. The teacher asks students these questions 'Can you describe distance education?' and 'Can you describe distance education without technology?'	10'
Introducing Info graphic	The teacher explains to the students what Europeana is and shows them how to find information about distance education on Europeana platform.	15'
Europeana Research	Students do research on Europeana in groups <del>and</del> , try to understand how distance education had a chronological timeline and how it can be described in infographics.	15'
2 <sup>nd</sup> Lesson		

Name of activity	Procedure	Time
<b>Introducing the Design Environment</b>	Students are asked to describe the designs that they have found by using the given sample designs.	10'
<b>Group Works</b>	The groups present their <del>search</del> research results. Students are asked to watch the video and take note of the sentences including the target subject.	10'
<b>Design work</b>	Students make designs on Canvas or Photoshop.	20'

Name of activity	Procedure	Time
3 <sup>rd</sup> Lesson		
<b>Revising Designs</b>	Designs are revised by using design tools.	5'
<b>Watching Video</b>	This <a href="#">video</a> is watched.	10'
<b>Watching Video and Designs Evaluation</b>	Students are asked to open the exam on Google forms, read and answer the questions while they are watching the video again.	15'
<b>Designs Evaluation</b>	Results of the exams are collected and wrong answers are corrected by the whole class.	10'
4 <sup>th</sup> Lesson		
<b>Working as a team</b>	The teacher asks students to work in groups and design info graphics from the perspective of distance education.	30'
<b>Presentation of the designs</b>	Students present their designs.	10'

### Assessment

Kahoot

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

### Student feedback

Students were generally glad about the activity. They said that the chosen topic was up-to-date; they learned the history of distance education. They were also happy with designing new info graphics which are commonly used for historical timeline. They added that they were ready for similar designs and they would prefer having this kind of activity rather than plain history. They learned the historical period with their creativity. So, it happened a meaningful learning period.

### Teacher's remarks

I tried to help students with this topic and share their ideas by using info graphics. Many students cannot remember chronology of historical events because it is difficult to memorize. But, when they prepare an info graphic about any subject, they remembered all details on their design easily. I discovered that some of my students were gifted in working as a team and prepare a design on a topic.

Finally, their designs are very creative and show that they have understood the distance education background while they a part of this education system now. Finally, the results of the designs were satisfying.

### About the Europeana DSI-4 project

Europeana is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitized items drawn from Europe's museums, archives, libraries, and galleries. The Europeana DSI-4 the 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 organization, 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

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