

Europeana Learning Scenario

Title

Illuminated Initials in Old Manuscripts

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Abstract

The aim is to teach art students to get acquainted with the specific terminology in the field of manuscript description and illuminated initials. Using old and new tools and devices for researching and investigating old manuscripts means having access to a plethora of resources in English dealing with this area. Therefore, a competent art specialist in the field should also prove to be a competent communicator in English.

Keywords

Art, manuscript, illuminated initial, binding

Table of summary

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Subject	English as foreign language for art students
Topic	Art-Manuscripts, Illuminated initials
Age of students	18-21
Preparation time	2 hours of exploration prior to the teaching interval assigned. Searching for explanatory materials and items that could be used as samples for the lesson.
Teaching time	110' (adjustable time)
Online teaching material	Presentation tools (PowerPoint), online web examples www.europeana.eu
Offline teaching material	Paper, colours, ink, pen, gold foils
Europeana resources used	<ul style="list-style-type: none"> • calligraphy-across-cultures • rise-of-literacy-in-Europe • lighting-the-way-how-illuminated-initials-guided-medieval-readers-through-books • illuminated-initials-slide=4 • illuminated-initials#slide1

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Integration into the curriculum

The learning scenario we propose may be used in English for Specific Purposes classes for art students. It may be used for other classes that involve development of critical thinking and speaking abilities improvement having the focus on the above topic.

Aim of the lesson

The aim is to teach art students to get acquainted to the specific terminology in the field of manuscript description and illuminated initials. Using old and new tools and devices for researching and investigating old manuscripts means having access to a plethora of resources in English dealing with this area. Therefore, a competent art specialist in the field should also prove to be a competent communicator in English. One step in researching materials and having benefits from English language usage is the online platform www.europeana.eu.

Outcome of the lesson

The lesson is designed to have both intangible and tangible outcomes concerning the usage of the English language by art students. On the one hand, students acquire micro well-defined skills as a result of information transfer such as: the usage of the specific terminology, the adjustment of the meaning of the lexical items in translation process for a better understanding, the grammar issues occurring during teaching-learning process, etc. On the other hand, there are macro intangible benefits such as critical thinking, oral and written communication, team work or personal responsibility concerning research or copyright issues.

Trends

- Project-based learning: students get fact-based tasks, problems to solve and they work in groups.
- Peer learning: students learn from peers and give each other feedback.
- Flipped classroom: students master basic concepts of topic at home. Time spent in classroom is used to reflect, discuss, develop topic.
- Visual search and learning: images and multimedia are powerful.
- Open source learning: teachers copy, share, adapt, and reuse free educational materials.
- Learning materials: shift from textbooks to web resources and open source books.

21st century skills

LEARNING AND INNOVATION SKILLS: Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future.

WORK CREATIVELY WITH OTHERS: Students should be able to develop, implement, and communicate new ideas to others effectively and be open and responsive to new and diverse perspectives. During the lesson they should incorporate group input and feedback into the work while demonstrating originality and inventiveness in work and understanding the real-world limits to adopting new ideas.

CRITICAL THINKING AND PROBLEM SOLVING: Students are challenged to use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation, make judgments and decisions, analyze and evaluate major alternative points of view. After interpreting information they should draw conclusions based on the best analysis and solve different kinds of non-familiar problems in both conventional and innovative ways

COMMUNICATION AND COLLABORATION: It is important that students be able to articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills and know how to judge their effectiveness as well as assess their impact. Good communication favours collaboration with others and demonstrate ability to work effectively and respectfully within a team.

INTERACT EFFECTIVELY WITH OTHERS: Students should learn to conduct themselves in a respectable, professional manner and Know when it is appropriate to listen and when to speak.

MEDIA LITERACY: Students will access, analyze, evaluate and create media in a variety of forms. They will explore and interpret and present various media forms (p: pictures, video). They will understand both how and why media messages are constructed, and for what purposes; examine how individuals interpret messages differently utilizing multiple media and technologies.

Activities

Name of activity	Procedure	Time
Introduction	<p>The presentation of the learning objectives, the tasks and the outcomes of the lesson. The main goal is to learn how to present in English various types of illuminated initials found in old manuscripts through project-based activities.</p> <p>In order to be able to proceed, both parties should have prerequisites in the other's field. This kind of knowledge exchange would favor the idea of a flipped class and cultivates students' innovativeness, teamwork and communication due to the interaction with the teacher.</p> <p>The teacher makes the presentation of the concept – manuscript – emphasizing some historical, cultural, religious features of the manuscripts.</p>	30'

Name of activity	Procedure	Time
	<p>The students are challenged to research among the various examples displayed on http://www.europeana.eu/portal/en/explore/galleries. For a preliminary discussion, the teacher distributes students in work groups (free choice) and settles the following tasks for each of them (depending on the number of students, the tasks can be multiplied):</p> <ol style="list-style-type: none"> 1. Presentation of the evolution of manuscripts 2. The religious significance of manuscripts 3. The cultural significance of manuscripts 	
<p>Image-search and interpretation</p>	<p>The teacher starts the presentation of manuscripts using image support and highlights their constituent elements and characteristics. Specific lexical elements are emphasized and the students are required to provide a native equivalent for each English word for a better understanding of the notion. The teacher further introduces the new notion: <i>illuminated initials</i> trying to settle an equivalence with the native concept in the field.</p> <p>The following step consists in approaching the characteristics of illuminated initials based on the Europeana resource: Lighting the Way: How Illuminated Initials Guided Medieval Readers Through Books by Elisabeth MacDonald. https://blog.europeana.eu/2019/01/lighting-the-way-how-illuminated-initials-guided-medieval-readers-through-books/</p> <p>Task1:</p> <ul style="list-style-type: none"> - Every team must read the text and extract ten lexical items belonging to the terminology of manuscripts. - A discussion about their meaning is initiated by the teacher but involving the students, as well. - Further the teams must be able to provide their own examples using the new words in sentences so that they prove the understanding of the words within a context. <p>This task helps the students acquire terminology they have to use in their presentations, discussions or feedbacks.</p> <p>Task2:</p> <p>Each team extracts information about the purposes of the illuminated initials.</p> <p>This task helps the students identify the right choice for their project.</p> <p>Task3:</p> <p>Teams are invited to browse through the images and choose one sample of illuminated initial they consider the most interesting and suited for their project.</p> <p>https://www.europeana.eu/portal/en/explore/galleries/illuminated-initials#lg=1&slide=0</p>	<p>40'</p>

Name of activity	Procedure	Time
Project-based activity	<p>The teams have to consider that for the project they should be able to reproduce the sample of an illuminated initial and provide a presentation about the type of manuscripts the initials are suited for.</p> <p>At this time of the lesson:</p> <p>The Teacher</p> <ul style="list-style-type: none"> - becomes a neutral observer of the independent activity of each team. Nevertheless, the teacher supervises the communication in English between the members of the same team, as well as between teams. - guides the teams with a view to the collection of images or their storage. Each image retrieved from Europeana should have a tag (name, source, repository, etc.) - reminds the teams that for the final presentation of their choice, they should also associate the illuminated initial to a type of manuscript and provide a motivation for their choice and interpretation of the image. - <p>The Students</p> <ul style="list-style-type: none"> - assign the role of each member of the team with a view to content, execution of the initial and presentation. - choose the materials for the reproduction (paper, coloured pen, ink, etc). <p>prepare the motivation of their choice for the final presentation</p>	15'
Communication and feedback	<p>Each team deliver the presentation for their final product – illuminated initial reproduced - in front of the others and receive feedback on their behalf.</p> <p>At this time of the lesson, the teacher becomes a moderator of the talks between the teams, encouraging the usage of the new lexical items discussed previously in the lesson.</p>	15'
Conclusion	<p>Considering time-shortage for accomplishing the task thoroughly, the teacher encourages the students to perfect their work independently.</p> <p>The teacher comments on the level of the language used in presentation and the acquisition of the new words.</p> <p>The teacher requires a feedback from the students on the difficulty of the tasks and other aspects concerning the new terminology.</p>	10'

Assessment

During the lesson, the teacher can ask questions and test the acquisition of the notions and terminology (formative assessment).

At the end of the lesson, students can be asked individually to give examples of words they learnt during the lesson that belong to the terminology in the field (summative assessment)

Student feedback

Open talk, interactive feedback.

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.