

# Europeana Learning Scenario

## Title

Take only memories, leave only footprints

## Author(s)

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## Abstract

In a time without a possibility to travel, we can remember the previous travels and learn from our own experiences and experiences of other people. Do we behave appropriately on these trips? How did the people around us behave? Can we learn something new from that? This LS talks about learning from negative effects of mass tourism and possibilities to reduce them. This LS will present examples using [Europeana](#) platform.

This scenario is made for the 14-15 year old first grade high school students, hotel-tourist technicians that learn basics of tourism. During the work, students will learn about inappropriate behavior of tourists while traveling and in a tourist destination - related to souvenirs, clothing, drinks, attitudes towards the local population, etc.

Of course, tourism brings huge profits to many countries and many other positive impacts, but it is necessary to warn of such situations so that we still have something to show and something to be proud of in the future. They say that travel is the best teacher, so let's learn and act responsibly and respectfully in this great world that has so much to offer.

**Take only memories, leave only footprints.**

## Keywords

vocational school, 14 - 15 years old, travel, tourism, souvenir, responsible and respectful behavior

## Table of summary

<i>Table of summary</i>	
Subject	Tourism
Topic	Tourist behavior
Age of students	14 - 15
Preparation time	30 min
Teaching time	120 min
Online teaching material	<a href="https://cutt.ly/ezin9YI">https://cutt.ly/ezin9YI</a> <a href="https://padlet.com/ksenija_skorich/fx5zsowflp5odvnc">https://padlet.com/ksenija_skorich/fx5zsowflp5odvnc</a> <a href="https://www.genial.ly/">https://www.genial.ly/</a>
Offline teaching material	Paper, felt-pens
Europeana resources used	Free search of <a href="#">Europeana</a> resources.

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## Integration into the curriculum

The scenario is a part of curriculum for hotel-tourist technicians in Croatia - learning about tourists' behavior and impacts of tourism. This scenario can be used for a wide range of social studies such as History, Geography, Psychology, Culture, Art, Foreign languages and others as well. It can be implemented in language lessons too.

## Aim of the lesson

Students will be able to recognize the potentially harmful situations, understand it and avoid it in the future. Using Internet and [Europeana](#) platform students will gain more information and create new digital materials (poster, interactive photography). Sharing their work could influence and improve culture of young people as today and future tourists.

## Outcome of the lesson

Students create digital posters or interactive photographs to present the topic.

## Trends

Collaborative learning - students work in pairs and assess each others' work.  
 Student centered learning - Students are in the centre of the learning process  
 Assessment - Student assesses each others' work.  
 Visual search and learning - images and multimedia

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

Life & Career skills, Vocational skills, Critical thinking, Creativity, Collaboration, Communication, Information literacy, Technology literacy

## Activities

Name of activity	Procedure	Time
<b>Meet Europeana!</b>	Introducing the <a href="#">Europeana</a> platform and learning to use the search engine. Each student receives several search keywords, and after 5 minutes, students present their findings. Teacher explains that they will use material from Europeana during the lessons next week. Teacher introduces the topic to students - Tourist (mis)behaviour. Homework - Students need to find a souvenir from the trip at home and bring it to the class next week.	20 min (a week before the main activity)
<b>What do we know?</b>	Creating a KWL table: What do students think they know about tourist behavior on a trip? (K) What do students want to learn about this topic? (W) Teacher helps with some questions, if necessary.	10 min
<b>Was that OK?</b>	Students define a souvenir and emphasize what kind of "souvenirs" should not be brought from the trip. Based on the items brought from home, researching Europeana platform. Students post links - texts - screenshots - photos of their own souvenirs to Padlet.	20 min
<b>Can anyone explain this?</b>	Students discuss tourist (mis)behaviour on a trip and share examples they know about. Teacher suggests students to research Europeana platform for tourist (mis)behavior, working in pairs. Teacher helps with questions, if necessary. Students post their findings to Padlet and discuss the posts. Peer assessment - likes and comments in Padlet.	30 min

Name of activity	Procedure	Time
<b>Dos and don'ts!</b>	Students use photos from Europeana platform to create a poster or interactive photography of DOs and DON'TS on a trip. Students work in pairs, in Canva, Genially, Book Creator or other tool they know.	30 min
<b>Let's be responsible!</b>	Gallery tour, students look at posters of other students on their computers, or, depending on the classroom type and epidemiology situation, teacher shows all the posters using projector and students present their work. Peer assessment based on the rubrics for posters and presentations. Adding text to the third column of the KWL table. (L)	30 min (a week after other activities)

### Assessment

Padlet - students voting and commenting the peer work.  
 Rubrics can be used for digital material and presentation assessment. (Annex)

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

### Student feedback

Students filling the Google forms evaluation. Questions:

1. How satisfied are you with your participation and contribution to the final result?
2. Which part (that you didn't do yourself) do you like the most in the presentations? Please explain why.
3. Did you have any difficulty finding the content needed for the topic you were working on?
4. If you answered the previous question that you had difficulties, please state which one it was.
5. Do you think that this task could be applied in other teaching contents as well?
6. Please give your assessment of the final results at the end - the presentation of "Take only memories, leave only footprints" project. (1 - 5)

### 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**

**Rubric**

<b>DIGITAL MATERIAL AND ORAL PRESENTATION RUBRIC</b>					<b>Score</b>
	Applies to: Pair				
	<b>4 - Excellent</b>	<b>3 - Good</b>	<b>2 - Fair</b>	<b>1 - Needs Improvement</b>	
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.	
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.	
<b>Delivery (both students should equally present)</b>	Holds attention of entire class with the use of direct eye contact, seldom looking at notes. Speaks with fluctuation in volume to maintain class interest.	Consistent use of direct eye contact with class, but still returns to notes. Speaks with satisfactory variation of volume.	Minimal eye contact with class, while reading mostly from the notes. Speaks in uneven volume with little or no inflection.	Holds no eye contact with class, as entire report is read from notes. Speaks in low volume and/ or monotonous tone, which causes class to disengage.	
<b>Class Awareness</b>	Significantly increases class understanding and knowledge of topic; convinces class to recognize the importance of the subject.	Raises class understanding and awareness of most points.	Raises class understanding and knowledge of some points.	Fails to increase class understanding of knowledge of topic.	
<b>TOTAL:</b>					
<b>Comments</b>					