Europeana Learning Scenario

(Museum Educators)

Author(s)

Eleni Vasilaki (Elena Vasilakis)

Abstract

During 2020 everything is marked by Covid-19 pandemic, with profound new realities and traumas. Students have to understand how to use critical reasoning, analyze their emotion, apprehend the consequences, overcome the obstacles and heal. The previous year we have seen researches underline how experiencing art and museum visits can help our health and after the Covid-19 Shock in Culture that has seen museums close or partially open with less activities, stuff and visitors reduction, it is needed to boost museum role in our lives. Especially when researches focused on kids', teenagers' and adults' emotions, thoughts, and psychology during these troubled times, show the important relationship between arts and wellbeing. For example, it is hard to imagine quarantine without books, films or music. Reflect also on what we miss more (socializing, our routines, walks, concerts etc.) and how a learning scenario, that could be implemented inside a museum, a classroom, or online could help keeping this connection alive. In sync with Bloom's taxonomy, interlacing new technological tools with participatory and constructive pedagogy' Culture Cure is focused on: a)showing how multicultural artists or traditions have portrayed different kind of traumas and healing through history (connectivity, cultural awareness, empathy) b)connecting online and offline artefacts in an hybrid learning activity (edutainment, gamification) c)providing new tools and skills to students d)helping students connect with their emotions and thoughts while giving them tools to express them or understand them (storytelling, augmented reality, project method) in a hope to be a useful and creative way to empower both students and culture. Students learn to recognize emotions and meanings in arts, compare and contrast information, relate with artwork and their inner emotions, reframe their understanding seek for cultural content and finally develop new art. To conclude, this learning scenario hearing the need to keep art in our lives and to underline its healing effect, is aiming to culture awareness and empathy, stress relief and student's empowerment.

Keywords

Cultural cure, empowerment, multicultural-awareness, storytelling, edutainment

Table of summary

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Subject	This learning scenario is connected to specific subjects of the Greek National Curriculum of Gymnasium and Lyceum such as Art, History, Geography, Science, Literature, Biology, Sociology and Technology. Also due to its wide

	subject and hybrid, open and participatory design, it could be connected to a lot of different subjects of Curriculum
Topic	Manifestation of trauma and healing in art
Age of participants	13-18 (it could be applicable to any age group, with the appropriate modifications, as it is people-oriented)
Suitable setting for implementation	This learning scenario could be implemented in the museum's physical environment (inside or outside) or online. In case it is implemented inside/outside the museum suitable equipment is needed for its implementation, for example: to present the digital cultural heritage artefacts, augmented reality application equipment is needed, such as screens, tablets, smart phones or computers. This learning scenario could be implemented in a relaxed environment like auditorium, yard, open space in an exhibition room' were participants' could be free to walk, stand up, isolate themselves or be in smaller groups. In case it is implemented online you will need computer or smart phone or tablets with camera and microphone
Activity time	1 hour and 15 minutes
Online educational material	Online self-assessment quizzes for example use of Google forms (example IntroP2-ex2) interactive presentation software for example Mentimeter, Kahoot additional tools like: Youtube, Google Arts & Culture, Historiana, Cmap Chosen artefacts of your museums' collection that serve the purpose of this learning scenario [for example a painting, a lullaby for getting well, a healing text-spell of old tradition, personal items than express a story of trauma or/and healing, a video of an interviewer who shares its story (oral history), a technological object, a plant of the museum garden that has pharmaceutical use/properties etc.] in a presentation or part of the online educational material tools (use in Mentimeter for example)
Offline educational material	Self-assessment printed quizzes Additional learning materials (ex. Posters, cards, books that show pictures of artefacts) Technology equipment: computers, tables, smart phones, screen Other educational materials: paper, colors, scissors, ruler, marker, whiteboard, cardboards, glue etc. Chosen artefacts of your museums' collection that serve the purpose of this learning scenario [for example a painting, a lullaby for getting well, a healing text-spell of old tradition, personal items than express a story of trauma or/and healing, a video of an interviewer who shares its story (oral history), a technological object, a plant of the museum garden that has pharmaceutical use/properties etc.].

Europeana resources used	Suggested Europeana resources:
	[Adopted Children (1922)](#) - American Jewish Joint Distribution Committee
	[People await the opening of a soup kitchen](#)- American Jewish Joint Distribution Committee
	[Kirche St. Maria vor dem Teyn,Möbius](#) - Walter (Herstellung) (Fotograf)
	[Algesimeter, Germany (1875-1900) -](#)ScienceMuseum,London
	[Chinese watercolour: massage for shoulder pain -](#)Wellcome Collection
	[Treatise on relief of pain by drugs -](#)Wellcome Collection
	[Herakles -](#)University of Bologna
	[Tyche -](#)University of Bologna
	[Nina's Art Story of Displaced People-](#) Europeana Foundation
	[Feeling at home in a new home -](#)Macrameul de acasa, Europeana Foundation
	[Benin, Africa: a healing ceremony during which patients are swept with brooms after their illness has been driven into some chickens-](#)Wellcome Collection

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Integration into the curriculum

This learning scenario is connected to specific subjects of the Greek National Curriculum of Gymnasium and Lyceum such as Art, History, Geography, Science, Literature, Biology, Sociology and Technology

Aim of the educational activity

By the end of the educational activity participants should be able to underline the importance of Culture in our lives, to recognize emotions and meanings in arts, compare and contrast cultural content. Also, students will be able to relate with artwork and their inner emotions, reframe their understanding, seek for cultural content and finally develop new art. After the completion students will be empowered to act though experience and to understand and create work in sync with their feelings. They will gain also new skills, will be able to use digital tools for their own upcoming projects, and will understand the way that communities chose to express different aspects of trauma and healing in their manifestation through art, too.

Outcome of the educational activity

Participants will be able to make their own art which will be the final outcome implementing the correlation of new tools and their own experiences, comparison of trauma and healing trough time and space (cultural awareness), experience with new tools, to evaluation and of self-work and the work of others.

(I suggest using Bloom's taxonomy of educational objectives while working with this learning scenario)

21st century skills

a) Critical Thinking: Participants are actively engaged in the whole process, they reflect on practice and their actions form the next stages of the learning scenario.
b) Creativity: Participants create their own piece of art
c) Media and technology literacy: in this learning scenario, hybrid technical methods are used, in a way to advance participants' interaction with new technological tools (like software, augmented reality, video making, cognitive online maps etc.)
d) Communication: oral and written communication, also individual and group activities, aiming to increase the participants communication
e) Collaboration: the learning scenario gives a fair share of collaborative work (oral and written)
f) Productivity Even at an early stage, participants are co-creators of the content and procedure of this learning scenario, they present their work orally, they create concept maps, and their own piece of art.

Activities

Name of activity	Procedure	Time
Introduction	PART-1 (perception, understanding, brainstorming, open discussion) (offline) The Museum Educator (M.E.) introduces the topic by writing the concepts of Trauma and Healing in the white board using a marker (central) and asks the participants to share their thoughts and talk about what they perceive. Following their answers, the M.E. draws a cognitive-conceptual map using their input (example IntroP1-ex1). (online) The Museum Educator shares their screen, introduces the topic using Cmap and inserting the concepts of Trauma and Healing, and asks the participants to share their thoughts and talk about what they perceive. Following their answers, the M.E. draws a cognitive-conceptual map using their input (example IntroP1-ex2). PART-2 (perception, understanding, self-assessment) (offline) The Museum Educator (M.E.) introduces the self-assessment questionnaire he/she made to address the specific project in paper format (example IntroP2-ex1) and lets the participants complete it. (online) The Museum Educator (M.E.) introduces the self-assessment questionnaire he/she made to address the specific project using online tools/software like the example formed in Google forms (example IntroP2-ex2)and let the participants fill it in. Self-assessment questionnaire has been simply designed to make students form their previous knowledge or misconceptions in cognitive shapes, so that the M.E. will shape a brief idea of it, and construct from there making the needed bridge-arrangements. It is given a example of it. M.E. could use their museum photos or physical objects too.	10' + 5'

Culture travels	(offline) The participants are presented with a combination of chosen artefacts and/or images and/or music and/or texts and/or videos that relate to types of trauma and healing expressions coming from different cultures and/or communities. At this point the M.E. could use posters, TV, CDs, computer, screen and printed copies of images (cards). (example CultureTravels-ex1).	
	(online) The participants are presented with combination of chosen artefacts and/or images and/or music and/or texts and/or videos that relate to types of trauma and healing expressions coming from different cultures and/or communities. Here the M.E. could use YouTube, meeting software, Europeana, Historiana, etc. (example CultureTravels-ex2).	10'
	[suggestion: choose different kinds of art - paintings, texts, sculptures, and up to 2 different cultures/communities per category (trauma-healing).	

Phoenix	(offline) Using the method of open conversation participants are asked to express orally
	    a) The need to make/portrait trauma / healing
	    b) If they can imagine different kinds of trauma / heeling
	    c) If they want to express a personal story (about healing/trauma), and how they imagine to portrait it (sharing must be volunteering. It is advised to not make someone share, but instead to organize a safe, open environment with empathy. Access this topic by using information from Intro if needed).	

	(online) Using digital tools/software like Mentimeter participants are asked to express orally
	    a) The need to make/portrait trauma / healing
	    b) If they can imagine different kinds of trauma / heeling
	    c) If they want to express a personal story (about healing/trauma), and how they imagine to portrait it (sharing must be volunteering. It is advised to not make someone share, but instead to organize a safe, open environment with empathy. Access this topic by using information from Intro if needed.)
		20'

Culture Cures?	PART-1 (offline) Participants get a printed half-filled assessment (project) that could be an individual or group assessment. The project has printed photos or/and stickers or/and QR codes (use in augmented reality application) representing different works which express trauma and healing in history. Participants have to use Europeana/Historiana/Search engines and investigate their stories (if time is not enough could be homework/continuing activity). (example CultureCures-ex1)	15'
	(online) Participants get a half-filled assessment (project) that could be an individual or group assessment. The project has photos or/and stickers or/and QR codes (use in augmented reality application) representing different works which express trauma and healing in history. Participants have to use Europeana/Historiana/Search engines and research about their	+

	stories (if time is not enough could be homework/continuing activity, example CultureTravels-ex2)	15'
	PART-2	
	(offline) Participants have to choose one work of art of the project given. Afterwards they will make their own art masterpiece to express either a trauma or healing personal event. They could paint something, create a collage, synthesize music, write a poem/text, dance etc. which they could present. They will write a small review up to 250 words, comparing or contrasting, or mentioning how they got inspired by this specific work of art (if time is not enough could be homework/continuing activity).	
	(online) Participants have to choose one work of art of the project given. Afterwards they will make their own art masterpiece to express either a trauma or healing personal event. They could paint something, create a collage, synthesize music, write a poem/text, dance etc. which they could present. They will write a small review up to 250 words, comparing or contrasting, or mentioning how they got inspired by this specific work of art. Digital tools for video/presentation etc. should be used for sharing the aforementioned work of art (if time is not enough could be homework/continuing activity).	

Participants' feedback

Add here the method with which participants will be able to give you feedback and discuss the activity, if any is foreseen.

Educator's remarks

Add here your comments and evaluation **AFTER** the implementation of this activity. You can always use a rubric for self-assessment.

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.

Examples – Extra Material

❖   **IntroP1**

Introduction Part 1

This Learning Scenario (L.S.) could be accustomed. Due to the fact that its thematic is connected to so many different aspects, its structure is solid and flexible and it could be occasionally more simple, complexed, theme-oriented or general, according to the Museum Educators' (M.E.) input and vision. That is the reason this L.S. is accompanied with two different approaches (online-offline), multiple examples/ recourses and strongly suggests the use of different tools, in a way to promote a hybrid methodology of implementation.

➢ Example 1: General approach, the conceptual map is made by the connections that participants acknowledge or suggest (here are some thematic as paradigms, and the connections that hypothetically result)
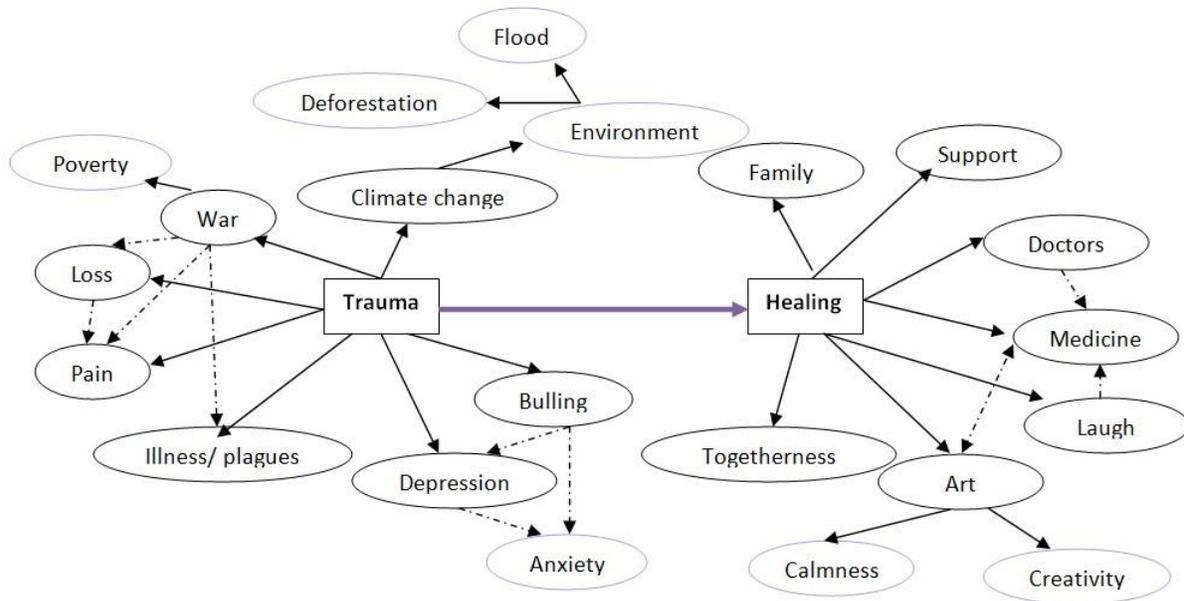
(Offline made with marker on the whiteboard)

➢ Example 2: The central theme is war. The conceptual map is made by Museum Educator using Cmap tool (https://cmapcloud.ihmc.us) with participants' input (here are some concepts, and the connections that hypothetically result).
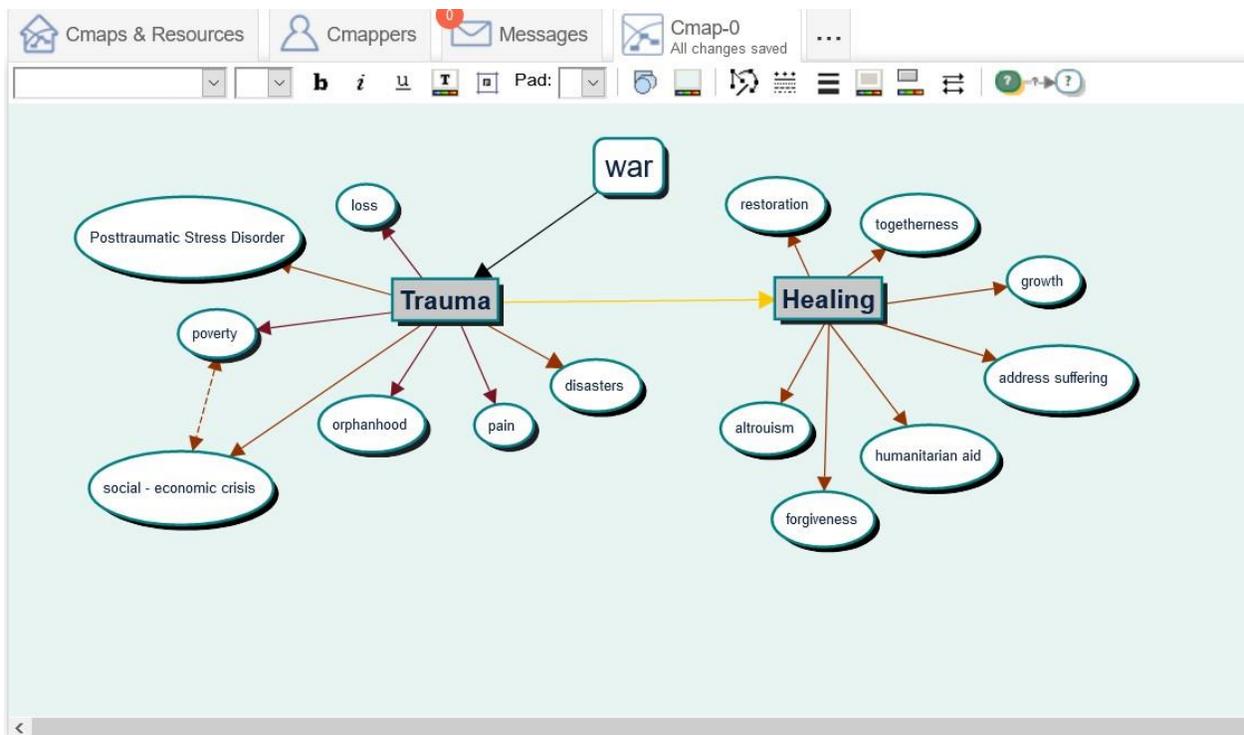
(Online made with Cmap)

❖ *IntroP2*

Introduction Part 2

➢ Example 1

1) What do you think when you hear the word 'trauma' (what immediately comes to mind)? Choose from the list what is true for you.

☐ Pain
☐ Doctor
☐ Hospital
☐ Your family/ your mother etc.
☐ Vaccine
☐ Helpfulness
☐ Art
☐ Illness
☐ Environment
☐ Adulthood
☐ Other …………………………………………..

☐ Psychology
☐ Wound
☐ Loss
☐ Healing
☐ Loneliness
☐ Resilience
☐ Progress
☐ War
☐ Hug
☐ Togetherness

2) What do you think when you hear the word 'healing' (what immediately comes to mind)? Choose from the list what is true for you.

☐ Pain
☐ Doctor
☐ Hospital
☐ Your family/ your mother etc.
☐ Vaccine
☐ Helpfulness
☐ Art
☐ Illness

☐ Psychology
☐ Wound
☐ Loss
☐ Trauma
☐ Loneliness
☐ Resilience
☐ Progress
☐ War

- ☐ Environment
- ☐ Adulthood
- ☐ Other …………………………………………….

- ☐ Hug
- ☐ Togetherness

3) Are museums connected to concepts like trauma and healing?

☐ Yes   ☐ No   ☐ Maybe   ☐ I don't know

➢ Example 2

Introduction Part2   https://docs.google.com/forms

Introduction Part2
quiz example

1. What do you think when you hear the word 'trauma'? (What immediately comes to mind?) Choose from the list what is true for you.

- ☐ pain
- ☐ doctor
- ☐ your family / your mother etc
- ☐ enviroment
- ☐ vaccine
- ☐ helpfulness
- ☐ art
- ☐ illness
- ☐ environment
- ☐ adulthood
- ☐ psycology
- ☐ wound
- ☐ loss
- ☐ healing
- ☐ loneliness
- ☐ resilience
- ☐ progress
- ☐ war
- ☐ hug
- ☐ togetherness

Other   ☐ _____

2. What do you think when you hear the word 'healing'? (What immediately comes to mind?) Choose from the list what is true for you.

- [ ] pain
- [ ] doctor
- [ ] hospital
- [ ] your family/ your mother etc.
- [ ] vaccine
- [ ] helpfulness
- [ ] art
- [ ] illness
- [ ] environment
- [ ] adulthood
- [ ] psycology
- [ ] wound
- [ ] loss
- [ ] trauma
- [ ] loneliness
- [ ] resilience
- [ ] progress
- [ ] war
- [ ] hug
- [ ] togetherness

Other [ ] _____

3. Are Museums connected to concepts like trauma and healing?

- ( ) yes
- ( ) no
- ( ) maybe
- ( ) i don't know

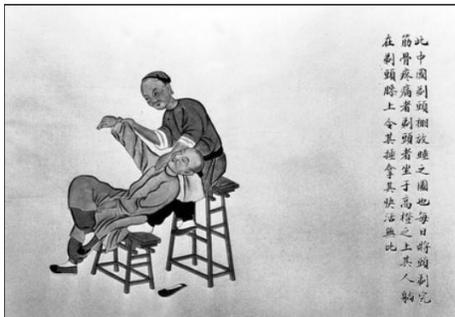(made using Google forms)

❖ *CultureTravels*

Culture Travels

➢ Example 1: Here is an example of cards that could be made by the Museum Educator, to address a specific thematic and be shown to participants.

The Scream by Edvard Munch, Painting
© Munch-museet, Ellingsen Gruppen

Card 2: Herakles, statue
University of Bologna

Card 3: Massage for shoulder pain, Chinese watercolor
Wellcome Collection

Card 4: Adopted children and caretakers pose outdoors for a group portrait, Rezhitsa, Latvia - Europeana Collections
American Jewish Joint Distribution Committee

(Offline made with marker on the whiteboard)

Examples of thematics:

Card 1: environmental issues, the scream of nature, can we here it? How? (ex. Climate change, endangered species etc)

Card 2: strength, risk, and struggle. How we can react to problems? Is problem solving an essential skill?

Card 3: Physical pain, healers then and now. Healing practices etc.

Card 4: war, social change, loss, orphanage, help, social inclusion, new infrastructure, family

➤ Example 2: For the online activity, the M.E. is using internet, Europeana and Google Arts and Culture database. Via share screen shares those images

Card 3: Massage for shoulder pain, Chinese
watercolor
Wellcome Collection

❖ *CultureCures*
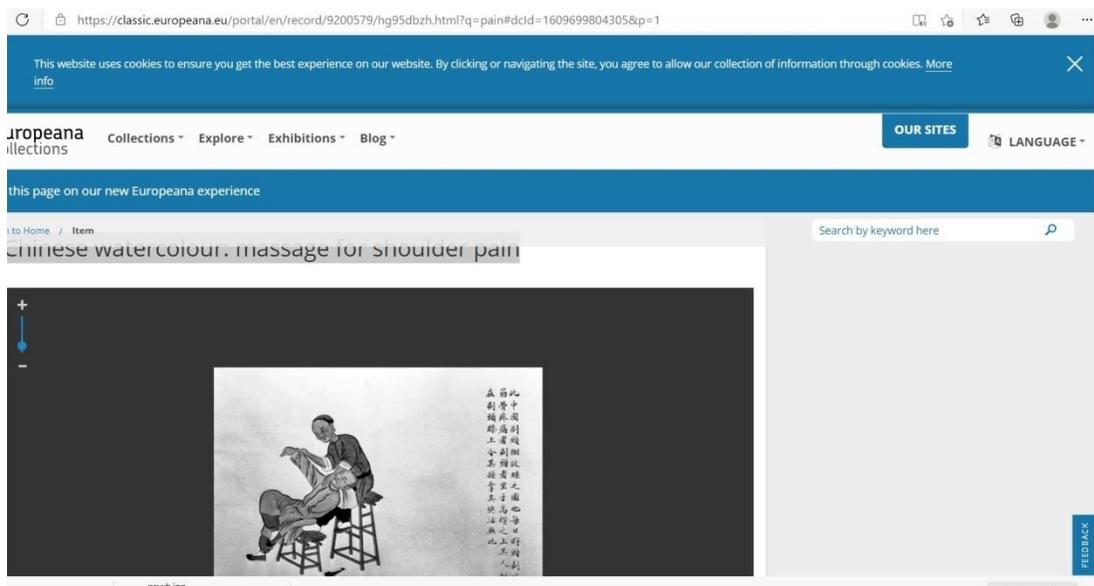
Part 1

➢ Example 1: Here is a example of cards that could be made by the Museum Educator, to address a specific thematic and be shown to participants.
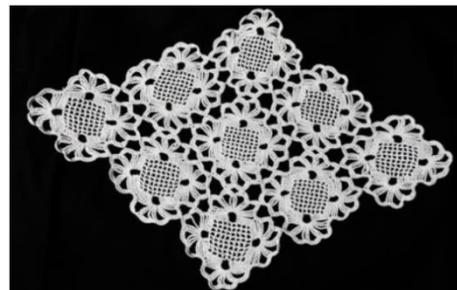
The Scream by Edvard Munch, Painting
© Munch-museet, Ellingsen Gruppen
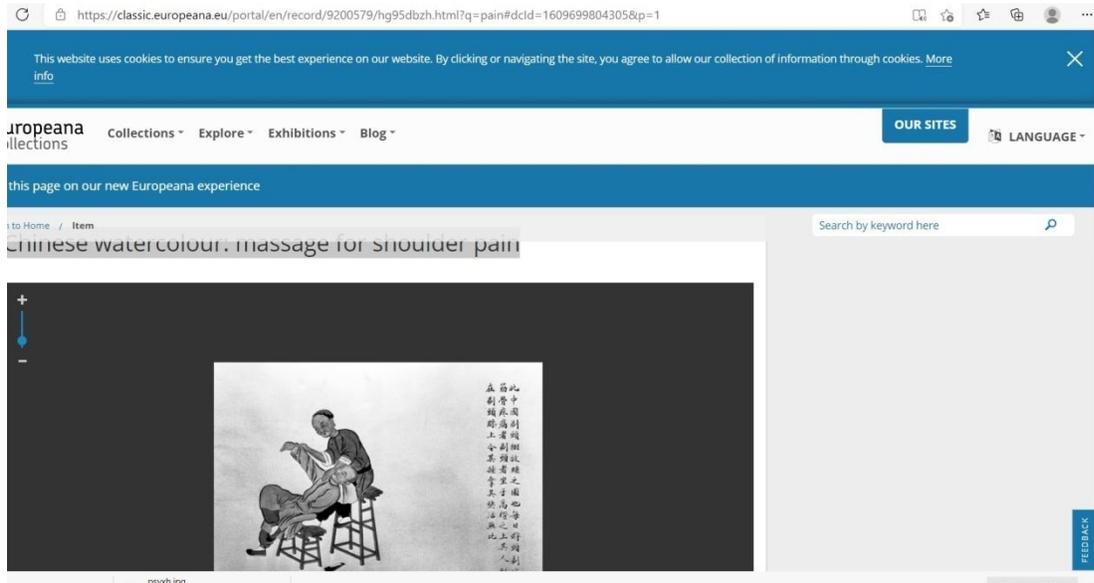
Card 2: Herakles, statue
University of Bologna

Benin, Africa: a healing ceremony during which patients are swept with brooms after their illness has been driven into some chickens
Wellcome Collection

Feeling at home in a new home
Europeana Foundation

➢ Example 2: For the online activity, the M.E. is using internet, Europeana and Google Arts and Culture database. Via share screen shares those images

Card 3: Massage for shoulder pain, Chinese
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Wellcome Collection