

Europeana Learning Scenario

Title

From black and white to colour: the memory of our city

Author

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Abstract

In this learning scenario, students are expected to learn about the transformations experienced by the architectural heritage of the place where they live (in this case Gijón, Spain). To do so, they analyse old photographs available on Europeana and contrast them with current images from Street View. They then reflect on the changes observed to generate emotional identification and a sense of belonging to the spaces they know.

With this scenario, the students will enhance the value of the local architectural heritage, understanding that the transformation of urban space is a process in which the appearance of new needs must be made compatible with respect for the heritage of the past. The development of the scenario requires the use of digitalised images from different documentary collections. For this reason, the students must first be familiar with the different types of licences and the possibilities of using each of them. This scenario uses the [Project Zero \(Harvard University\)](#) thinking routines and applies the Teaching for Understanding Framework.

Students use online collaborative work tools. Due to the pandemic situation, face-to-face visits to the current spaces have been replaced by virtual visits through Street View.

Keywords

Cultural heritage, Local history, Blended learning, Cooperative Learning, Citizenship

Table of summary

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Subject	<i>History, Art, Geography</i>
Topic	<i>The changes experienced by the local architectural heritage make it possible to learn about the transformations undergone by the city over the last century and to study the social changes that have taken place during that time. Through photographs it is possible to identify the elements of change, developing critical thinking and highlighting the need to protect and preserve the heritage of the past.</i>
Age of students	<i>15-16 years</i>
Preparation time	<i>Three sessions: -Session 1: Coordination between teachers of the different subjects involved to define objectives and establish the timetable for the development of the project (40 min). -Session 2: Creation of cooperative work teams (50 min.) -Session 3: Preparation of online workspaces: Google Earth, Wakelet, Twitter and Padlet (50 min.)</i>



Teaching time	6 hours
Online teaching material	<p>National Education and Heritage Plan http://www.culturaydeporte.gob.es/planes-nacionales/planes-nacionales/educacion-y-patrimonio.html Examples of the use of Street View referring to historic spaces: https://bit.ly/2PWRcid https://bit.ly/2PqiMob https://bit.ly/39JeJkn Online publications related to local history: https://pedroizaguirre.es/galerias/gijon-en-el-silencio https://bit.ly/3enDu0a https://bit.ly/32AehtZ</p>
Offline teaching material	Worksheets with Project Zero thinking routines
Europeana resources used	https://bit.ly/31DNHzF

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Integration into the curriculum

The national curriculum insists on the need to know, disseminate, and conserve cultural heritage as a legacy of an identity that must be preserved. It also considers that it should be understood as a source for enjoyment and as a resource for individual and collective development. In particular, the learning standards consider it necessary to conceive cultural heritage as a link of belonging and identification of a community.

Aim of the lesson

The aim of this lesson is to understand the processes of change experienced by the city and the existence of elements that are maintained over time. Students will also understand the importance of valuing heritage as an element that generates a collective identity through the creation of emotional bonds that make it possible to exercise active and responsible citizenship.

Outcome of the lesson

At the end of the project, the pupils will place old images on an urban plan, establishing a relationship between the current spaces and the urban landscape that existed a century ago. They will also use graphic editing tools to insert the original images into current images. Finally, they will be able to produce an audiovisual presentation that will allow them to visit the city at the beginning of the 20th century and to make a critical judgement about the transformations undergone over the last hundred years.

Trends

- **Project-Based Learning:** The planning and development of the project changes according to the needs, interests, and pace of the students' work. The aim is to ensure that students learn on their own, achieve objectives, self-regulate their learning, and learn to learn.
- **Collaborative Learning:** Students are organised in small groups in which, in addition to completing the requested task, they must define the objectives, share which strategies were used and how the problems were solved.
- **Visual Search & Learning:** Following the model of the Artful Thinking Project (Project Zero, Harvard University), students ask questions and investigate, observe, and describe, compare and connect, explore points of view, reason and search for complexity.
- **Cloud Based Learning:** Teams share their work in the cloud, can analyse each other's progress and produce materials using common resources. In the pandemic situation, students use their own computers at home and share materials. Students attending the school can use these materials at that time.

21st century skills

In the development of the project, students work in cooperative groups applying the roles (positive interdependence, individual and group accountability, interpersonal and small groups skills, face-to-face promotive interaction, and group processing). Through shared reflection in each group, critical thinking will be encouraged and based on the analysis of specific situations, personal and social commitment will be fostered. Students develop skills such as: problem solving, decision making, communication skills, awareness of their own learning. Finally, throughout the development of the project, students will create different products that will involve the intensive use of digital competences. Through the visualisation of thinking, a deep understanding of the content worked on will be achieved.

Activities

Name of activity	Procedure	Time
<i>Your city has a past that you will enjoy discovering</i>	<ul style="list-style-type: none"> • Presentation of the Europeana Platform. Identifying city images in Europeana. • Appropriate use of images: Creative Commons licences. • Students download the original images from Europeana and upload them to their computer's cloud folder. 	50 min
<i>One hundred years ago</i>	<ul style="list-style-type: none"> • Classroom presentation of old images of the city. • Students use the <i>See, Think, Wonder</i> routine (Project Zero, Harvard University) to detect previous ideas and guide the development of the project. https://pz.harvard.edu/resources/see-think-wonder 	50 min
<i>Exploring the old city</i>	Each collaborative group places the images of the city available in Europeana on a Google Earth map.	30 min
<i>The old city is colourful again</i>	<ul style="list-style-type: none"> • Presentation of applications for colouring old photographs: Image Colorizer, Algorithmic, Image Colorization API. • Each collaborative group colours the images assigned to that team. • The coloured images from all groups remain hosted in a shared folder in the cloud. 	30 min

Name of activity	Procedure	Time
Buildings and streets have a lot to tell us	Each collaborative group researches the history of the streets and buildings to develop the script for the video.	50 min
We breathe the air of the old city	Each group makes a video (maximum duration: 4 minutes) in which they take a tour of the old city, selecting coloured images that are representative of the city in the past.	50 min
The city is a big puzzle	Pupils turn images of the city's most important places into puzzles using the tool Jigsaw Explorer	20 min
The city we inherited	<ul style="list-style-type: none"> • Identification in Street View of the current spaces in the city that correspond to the images available in Europeana. A screenshot is taken of each of these spaces. • Creation of collages integrating the original images and the Street View screenshots. • All the collages are stored in a shared folder in the cloud. • The printed collages are used to design a photo exhibition for the whole school to see. 	50 min
This is how we feel our city	<p>The students identify the main elements of continuity and the most important losses of the local architectural heritage. Each collaborative group assigns the following colours to each building on the map used in the first session (Exploring the old city):</p> <ul style="list-style-type: none"> • Red: Buildings or spaces that are lost and cannot be recovered. • Yellow: Buildings or spaces under threat or highly modified. • Green: Buildings or spaces preserved without significant modifications with respect to their original appearance. 	30 min
Now we think	<p>The students reflect on the changes experienced by the city using two thinking routines (Project Zero, Harvard University)</p> <ul style="list-style-type: none"> - <i>I used to think, now I think</i> https://pz.harvard.edu/resources/i-used-to-think-now-i-think - <i>-What makes you say that?</i> https://pz.harvard.edu/resources/what-makes-you-say-that 	30 min
We are a great team	Presentation to classmates of the work done by each of the teams. The students share the Twitter profile of the project, which contains the history of the city in pictures and links to the different puzzles.	50 min
The future of our city is in our hands	Each group shares its reflections in Padlet about the changes, their causes, and the importance of preserving architectural heritage. They also make proposals for the future development of the city by integrating the architectural heritage.	50 min

Assessment

Students had continuous feedback (the continuous diagnostic assessment involved a process of feedback during each of the tasks) on their work so that they knew what was expected of them.

The use of a rubric for self-evaluation by each group and co-evaluation between groups made it possible to revisit, rethink and introduce new perspectives. It also made it possible to focus attention on the aspects that needed to be further developed.

	Performance very high	Performance high	Partial performance	Low performance
	4	3	2	1
Location in Google Earth of the images assigned to each team	All images (100%) are correctly positioned on the city map.	Most of the images (>75%) are correctly positioned on the city map.	Only a portion of the images (<75%) are correctly placed on the city map.	The images of the city are not located on the map.
Colouring of the images corresponding to each group	All images (100%) assigned to each team are correctly coloured.	Most of the images (>75%) assigned to each team are correctly coloured.	Only a portion of the images (<75%) assigned to each team are correctly coloured.	The images assigned to each team have not been coloured.
Video editing	The video uses the set number of images and is set to the predetermined duration.	The video does not meet one of the established requirements: number of mandatory images / durations.	The video does not meet either of the two requirements: number of mandatory images / durations.	The video is not elaborated.
Elaboration of the collage of each of the images corresponding to each team	The original photographs are correctly integrated within the Street View captures and the original perspective is respected.	The original photographs are integrated within the captures, but do not respond to the original perspective.	Street View captures do not correspond to the locations shown in the original photographs.	The collages are not elaborated.
Creation of puzzles using images of the city's architectural heritage	The puzzle uses a significant image of the local architectural heritage and fits the set number of pieces correctly.	The puzzle does not conform to the stated number of pieces.	The image is not suitable to produce a puzzle.	No puzzle has been created.
Assessment of the degree of conservation of the local heritage	The degree of conservation of all buildings and spaces (100%) assigned to each team is assessed.	The degree of conservation of most of the buildings and spaces (>75%) assigned to each team is assessed.	Only the degree of conservation of a portion of the buildings and spaces (<75%) assigned to each team is assessed.	The degree of conservation of the buildings and spaces assigned to each team is not assessed.
Reflection on rupture and continuity in the local architectural heritage	The arguments demonstrate a deep understanding of the changes experienced by the local architectural heritage.	The arguments demonstrate a partial understanding of the changes experienced by the local heritage.	There is only a description, but no argumentation. The understanding of the processes of change is minimal.	The reflection has not been carried out.
Cooperative attitude during	The team works cohesively. Assigned	Roles are respected in the team, but not the	Assigned roles are not respected in the team,	Roles and deadlines are

project development	roles and deadlines are adequately met.	established deadlines. All tasks are delivered.	but the established deadlines are respected. All tasks are delivered.	not respected in the team. There is a partial delivery of tasks.
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***** AFTER IMPLEMENTATION *****

Student feedback

The students were satisfied with their work and showed great involvement throughout the whole process. The possibility of organising a publicly accessible exhibition with the result of their work was an important element of motivation.

Throughout the project, there was a growing interest in learning about the history of the buildings, especially those that were destroyed and no longer exist today. The need to associate the old images with present-day spaces encouraged intergenerational dialogue, asking their grandparents to help them locate the images in the present-day city.

The pupils were able to learn about the evolution of the city over the last hundred years. They were aware of the impact that certain events (Civil War) or decisions (urban speculation) had on the conservation of heritage, so they integrated urban development into the history of the 20th century and expressed a deep understanding of the content of the project.

Teacher's remarks

The implementation of this scenario took place during April 2021. The images used for the development of this scenario are licensed under CC-BY-NC-ND. For this reason, the first step was to apply for authorisation from the Spanish Cultural Heritage Institute.

Due to the pandemic situation, a hybrid learning model was used: part of the students attended the classes in person, while another part followed the lessons online from home. Students worked synchronously on some parts of the project (initial task, project follow-up) using videoconferencing via Microsoft Teams. Other tasks were developed asynchronously in the classroom (thinking routines) or at home (image processing) using Microsoft Teams breakout rooms.

One hundred and twenty students grouped in four classrooms were involved in the implementation of the scenario, so it was very important to strictly comply with the deadlines to be able to move on to the next step. To facilitate the development of the work at home, all students were provided with tutorials explaining each task of the project and in which folder in the cloud it should be placed. The contact via videoconference was very important to maintain a common rhythm of work for all the students.

The whole implementation of the scenario was developed in parallel with the explanation of the History of Spain, so that the pupils got to know the city before, during and after the Spanish Civil War, the event that led to the greatest destruction of the city's architectural heritage. Thanks to the use of oral history, they learned first-hand about the city that their family (grandparents and parents) had known.

Link to the Padlet with the implementation of the project:

<https://padlet.com/jramongq/9yzx7z2tphgpziH5>

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

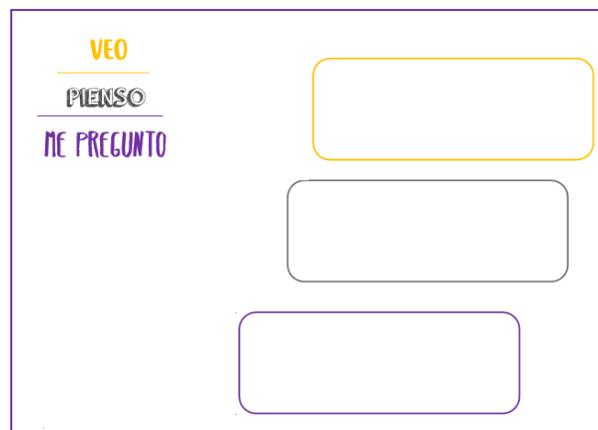
Tutorials (in Spanish):



Step 1: <https://bit.ly/2RX44pk>



Step 2: <https://bit.ly/3ewvWlx>



See, Think, Wonder thinking routine template

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Thinking routine template with two vertical rectangular boxes. The left box is outlined in yellow and the right box is outlined in grey. To the right of the boxes, the text reads: **ANTES PENSABA** (underlined) and **AHORA PIENSO** (underlined).

I used to think, now I think thinking routine template

CC BY SA José Ramón González Quelle

Thinking routine template with three horizontal rectangular boxes. The top box is outlined in yellow, the middle box is outlined in grey, and the bottom box is outlined in purple. To the right of the boxes, the text reads: **¿QUÉ** (underlined), **TE HACE** (underlined), and **DECIR ESO?** (underlined).

What makes you say that? thinking routine template

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