## Title

Book Design Workshop

## Author(s)

Sanja Ždralović

## Abstract

This Learning Scenario is aimed at low and high secondary school students and observes April as a month celebrating literature. It looks at the rise of literacy in Europe and examines today's reading habits and preferences. Students will find out more about writing and reading practices throughout history and compare them to their own. One of its most attractive activities is marbling paper. Students will watch a tutorial on how to apply the long-abandoned practice of marbling the book's endpaper (paper patterns and illustrations inside book covers), and then try it out themselves.

The whole learning process mostly relies on students' creativity - each team is to design an imaginary book appealing to a contemporary reader, including its title, front and back cover with a blurb. They imagine, draw, design and write. For this to emerge as an end product, some learning and critical thinking has to be done first.

First, students are introduced to the Europeana project of digitizing European textual heritage and asked to critically value the initiative. Further, students analyze the article about different reading habits and the purpose of books, from the first papyri scrolls to early university practices and onward. The comprehension of the text is checked through a Kahoot quiz. Discussing their own reading habits, they realize the challenges of contemporary book publishing.

Finally, an imaginary book must be designed, meeting the needs of today. The marbled paper can complement a team's book design (optionally, depending on its purpose). After further exploration of Europeana and other resources for the development of alphabets and fonts, the book is then re-designed to appeal to a reader in the past.

This learning scenario encourages students to learn more about European literacy history, employing their creativity and hands-on work on an imaginary book design - in class or at home.

## Keywords

Literacy, book, reading, literature, artwork

## Table of summary

| Table of summary | |
| --- | --- |
| Subject | English, Croatian, Literature, Art, History |
| Topic | History of European literacy and book design |

| Age of students | 15-18 |
| --- | --- |
| Preparation time | 60-90 min |
| Teaching time | 220 min - 5x45 |
| Online teaching material | Tutorial: how to marble paper<br>History of the alphabet, the writing systems of Europe<br>Jamboard<br>Kahoot<br>Padlet |
| Offline teaching material | Paper, acrylic or water colour panel, water, colour tray, pencils and pens, etc. |
| Europeana resources used | https://www.europeana.eu/hr/blog/reading-habits-in-the-past<br>https://pro.europeana.eu/post/introducing-the-rise-of-literacy-generic-services-project-digitizing-europe-s-textual-heritage<br>https://www.europeana.eu/hr/blog/endpapers-beautiful-patterns-and-illustrations-inside-book-covers<br>https://www.europeana.eu/hr/galleries/book-covers<br>https://www.europeana.eu/hr/galleries/alphabets |

**Licenses**

☐ **Attribution CC BY.** This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

**Integration into the curriculum**

This LS corresponds with interdisciplinary themes of the Croatian national curriculum such as literacy, the use of ICT, personal and social development - within the subjects of English and Croatian language, Sociology and Art history. Correlation of different subjects is also a part of Croatian national curriculum. It corresponds with the outcomes of these subjects for lower secondary school students – learning about historical facts to create a clearer vision of now and future.

It promotes reading - in the year 2021, which Croatia celebrates as 'The year of reading', and also observes the World Book Day – 23rd of April, in accordance with Europeana's celebration of April, the month of the history of literature.

**Aim of the lesson**

Recognizing the power of design when meeting the readers' needs. Students learn and draw conclusions about reading habits through time, comparing them to their own, recognize that human and political contexts of different eras define those needs, and create an appealing book design for the readers of their own time and preferences. The scenario engages critical thinking, reading and speaking skills, placing special emphasis on creativity in visual arts and writing.

**Outcome of the lesson**

The outcome of this lesson, presented in Padlet sections, are preferably two designs (per group) of an imaginary book which must appeal to the readers of their time, and of a different era. Students ought to be careful about the alphabet and font used, the topic and purpose of the book aimed at an average reader of the given historical period. Working in teams, students will first manually create a unique endpaper, then think about the title and the imagined content of the book, and gradually create – a book design with front and back covers and a short description appealing to a contemporary reader. The second design is the same book with a new design – adjusted to the needs of readers in another historical period.

**Trends**

Edutainment, Visual search and learning, Collaborative learning, Cloud-based learning, Snack learning, Assessment, Peer learning

**21st century skills**

Literacy, Cultural and civic literacy, ICT literacy, Critical thinking, Creativity, Communication, Collaboration, Curiosity, Social and cultural awareness

**Activities**

| Name of activity | Procedure | Time |
|---|---|---|
| **The Rise of Literacy - Introduction** | Students are welcomed into a series of about five lessons that will result in their creation of an attractive book for today's somewhat reading-reluctant audience. <br><br> After a brief introduction into the latest trends in storing digital cultural heritage on Europeana (by the teacher), students are encouraged to read carefully the full article 'Introducing the Rise of Literacy project: digitizing Europe's textual heritage', and decide what the main point of the project was. They additionally notice other main or interesting points in the text. Reading the text, students get familiar with the topic of the literacy now and in the past, and are invited to respond: Is it important to keep record of human literacy? Why? Was the project a useful initiative? Why? <br><br> They write their notes using Jamboard. <br><br> The topic of literacy further fosters discussion on their own reading habits. | 15 min |
| **What are your reading habits?** | Students work in groups (breakout rooms). Within their teams they share their personal reading habits: how often do they read? What do they prefer to read? When was the last time they held a book? What was it? Why were they reading it? Why do people (not) read today? <br><br> Findings are shared, compared, and put on the Jamboard for everyone to see. | 10 min |
| **Marbling paper** | Students discuss what makes a book beautiful or attractive for a reader. They talk about parts of the book: front cover and back cover, illustrations, font, layout of the text and the blurb – a short description of the plot. | 40 min |

| Name of activity | Procedure | Time |
|---|---|---|
| | The teacher introduces the concept of endpaper – students share if they have seen it in some older issues, and what it can be like. They discuss what role the endpaper can have in making a book design better. <br> Europeana blog about beautiful endpapers is shown to students and task introduced: use a tutorial and marble the paper for your group's book design. Students work in assigned groups -they choose the colours and the process together (in distance learning this is done at home individually), marbling the paper for their end-design. | |
| **Book covers** | Students are now encouraged to see Europeana gallery showing interesting book covers. After exploring the gallery, each group chooses two book covers they find surprising – as it is specific, different, or outdated… They conclude that book covers changed through time, according to the context, tastes, and technological advancement of the era. Discussion. The discussion is further expanded to what kind of book covers appeal to them. | 20 min |
| **What can we learn from the reading habits in the past: Europeana blog** | After the creation of their endpaper and analysing book covers through history, students further explore the history of European literacy with a blog on Europeana: 'Reading habits in the past'. <br> After the text is read, students participate in Kahoot quiz to check what they've learned from the blog. <br> They should try to keep in mind how the reading habits depended on and varied according to the needs of the readers. These commanded the type of a read, but consequently the design too. | 15 min |
| **Let's create an attractive book! What makes a book desirable?** | Students are now fully focused on the desired outcome of the lessons – think of an interesting title, corresponding book cover, (end paper) and a short decription of an interesting read for the times we live in. Since the endpaper has been somewhat outdated, they don't have to include it in the final design if they decide it wouldn't serve the purpose. The main goal is to attract the reader. The book cover is designed manually, using paper, pens, colours, pictures, glue… <br> Work distribution within the team should be even – those who put more effort in creating drawings or background, should not be the ones most involved in creating the blurb for the back cover. | 60 min |
| **Alphabets and fonts also change... Change the target audience – change the design!** | Once the first creation is finished, the group will try to alter the design of the same book for readers of another country and era (e.g. Medieval times, Renaissance, 18$^{th}$ century, etc.). For this, they are invited to consult the gallery showing Alphabets, and choose the most appropriate alphabet or font for their chosen audience. They might also want to alter the text on the back cover, perhaps the endpaper and other aspects of the design, bearing in mind the reading habits of their new target audience. <br> They can also look at an amazing video showing the development of the alphabets (systems of writing) in Europe to help them choose. <br> The task can be finished as homework. Most carefully designed and bold designs should be especially rewarded. | 40 min |

| Name of activity | Procedure | Time |
|---|---|---|
| **Presentation of the design** | Presentation of groups' designs will be done through Padlet panels – completed at home, and available for review. Students scan their book covers, endpaper and type in their texts. When and if presenting their designs in class, they explain their choices for each aspect. At least two groups present their designs in class. | 20 min |
|  |  |  |

### Assessment

Students will be assessed in a formative way – their ideas and motivation monitored so they can be given feedback. The Kahoot quiz can be used for the assessment of their reading skills, however the end product will not be validated or graded. Students will engage in peer assessment of each other's imaginary books because the creativity of their work deserves both audience and feedback. The best can be chosen and exhibited in a virtual exhibition celebrating The year of reading.

***************************** **AFTER IMPLEMENTATION** *****************************

### Student feedback

Upon implementation students will be given evaluation handouts which they will complete anonymously. They will also be invited to speak freely about every stage of the lesson at all times. See a handout in the Annex below.

### 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.

| | | | | |
|---|---|---|---|---|
| I LEARNED SOMETHING ABOUT THE HISTORY OF WRITING AND READING IN EUROPE | 😑 | 🙂 | 🙂 🙂 | 🙂 🙂 🙂 |
| I ENJOYED DESIGNING AN IMAGINARY BOOK: COVERS, TITLE, BLURB | 😑 | 🙂 | 🙂 🙂 | 🙂 🙂 🙂 |
| I ENJOYED WHEN MARBLING THE ENDPAPER FOR OUR TEAM'S BOOK | 😑 | 🙂 | 🙂 🙂 | 🙂 🙂 🙂 |
| I ENJOYED WORKING WITH MY TEAM AND I FEEL THE WORK WAS DISTRIBUTED EVENLY | 😑 | 🙂 | 🙂 🙂 | 🙂 🙂 🙂 |
| I LEARNED SOMETHING ABOUT MY OWN READING HABITS AND PREFERENCES | 😑 | 🙂 | 🙂 🙂 | 🙂 🙂 🙂 |