

# Europeana Learning Scenario

## Title

A trip around the world

## Author(s)

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## Abstract

How can we, by teaching a foreign language, transform our students into travelers who will be willing to give up any prejudice they might have towards the "different"? The purpose of this educational scenario, therefore, is to create a learning process that, in addition to the communication objectives that a language course contains by definition, also tries to make the students reflect on the irrational prejudices they may have about those who must "travel" by force or for any other reason must leave their homeland. The starting point of our journey will be different paintings and the students will be asked to identify the purpose of the journey in each of them. As the paintings will be by painters of different nationalities, students will still be called also to reflect on the history of their homeland and of the world and identify this travel purpose during the centuries around the world. It will be a journey through language, art and history.

## Keywords

Italian language, describe and explain an image, immigration, prejudices, painting, respect and understanding of the other

## Table of summary

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Subject	Italian as a foreign language, art, history.
Topic	Understanding others and breaking down prejudices through a foreign language lesson.
Age of students	14-15 years
Preparation time	1 hour
Teaching time	6 hours foreign language and project preparation, 2 hours art, 2 hours history.
Online teaching material	Europeana, Historiana, Europeana galleries, Currystone foundation, "Il museo dell'altro e dell'altrove" <a href="https://currystonefoundation.org/practice/museo-dellaltro-e-dellaltrove-di-metropoliz/">https://currystonefoundation.org/practice/museo-dellaltro-e-dellaltrove-di-metropoliz/</a>
Offline teaching material	Smartphones, tablets, pens, notebooks, foreign language textbooks,.
Europeana resources used	Historiana, People on the move <a href="https://historiana.eu/themes/#">https://historiana.eu/themes/#</a>

Europeana galleries, Migration in art work

<https://www.europeana.eu/en/galleries/migration-in-artworks>

Europeana, Diversity and inclusion through citizenship

<https://www.europeana.eu/en/inclusion-and-diversity-through-citizenship>

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## Integration into the curriculum

According to the actual curriculum for foreign languages of the lower secondary school, which follows the Common European Framework for Languages (QCEl), at the age of 14-15 years you reach the B1 level of the QCEl. Therefore the proposed scenario draws on the following descriptor for oral and writing production: "Describe facts and situations based on a visual stimulus, tell a story and express hypotheses about it". Furthermore, among the thematic areas proposed for third grade students of middle school (14-15 years), as reported in the foreign language teacher's guide drawn up by the Ministry of Education, there are "a. Social issues: human rights, racism, b. Europe and immigration, c. art and creative activities".

## Aim of the lesson

- Communicative objective for the foreign language: Describe facts and situations based on a visual stimulus, tell a story and express hypotheses about it.
- General purpose: to develop a spirit of cooperation and mutual understanding between peoples in order to eliminate all prejudices

## Outcome of the lesson

Each group of students at the end of the teaching unit will present the chosen painting based on a scheme written and prepared by them, giving both artistic and historical information. In addition, each student will be asked to paint his "ideal journey" with the help of the art teacher.

## Trends

Project Based Learning, Collaborative Learning, Inverted Classroom, Student Centered Learning.

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

The 21st century skills which the present scenario intent to develop are: Creativity, Collaboration, Communication, Information literacy, Technology literacy, Flexibility, Initiative, Productivity and Social skills

<https://www.aeseducation.com/blog/what-are-21st-century-skills>

In particular the student will be able to:

- Connect communities with technology and culture

- To produce works (artistic, literary, constructive) based on research plans
- Present their work to the school community
- Asking questions, planning, choosing the method of action
- Search and use the tools needed for research (computer literacy)

### Activities

activity	procedure	time
<b>preparation</b>	Presentation and exploration of Europeana in a previous time	1 hour
<b>brainstorming</b>	On the occasion of two images depicting travel, it will follow a discussion on: "why do we travel?"	10 min
<b>introduction</b>	browse in the sources of Europeana and other digital sources to talk about "forced travel" through art <a href="https://historiana.eu/themes/#">https://historiana.eu/themes/#</a> <a href="https://www.europeana.eu/en/galleries/migration-in-artworks">https://www.europeana.eu/en/galleries/migration-in-artworks</a> <a href="https://www.europeana.eu/en/inclusion-and-diversity-through-citizenship">https://www.europeana.eu/en/inclusion-and-diversity-through-citizenship</a> <a href="https://currystonefoundation.org/practice/museo-dellaltro-e-dellaltrove-di-metropoliz/">https://currystonefoundation.org/practice/museo-dellaltro-e-dellaltrove-di-metropoliz/</a>	45 min
<b>groups and instructions</b>	Students are divided into groups. Each group will have to choose a painting that depicts a forced journey and they are given instructions about the survey. They will have to deliver a three-part work at the end of the project including: a. description and interpretation of the image (foreign language) b. information about the artist and the painting (art) c. a painting of their own d. historical facts that justify the forced journey with elements from world history (history)	30 min
<b>language teaching</b>	Students will be given the necessary vocabulary and linguistic structures of the foreign language that they will need to describe and interpret the picture. Students are at level B1 minus of QCEL and the teaching procedure will be based on the teaching model "Learning by design" as you can find it in the following link: <a href="https://newlearningonline.com/learning-by-design/">https://newlearningonline.com/learning-by-design/</a>	3 hours
<b>artistic teaching</b>	This interdisciplinary project provides for 2 hours of collaboration (it depends on the art teacher) with the art teacher, in which they will find information about the painting (painter, art style) and they will prepare their own painting.	2 hours
<b>history teaching</b>	The interdisciplinary project involves 2 hours of collaboration(it depends on the history teacher) with the history teacher, in which they will find historical facts about forced travel and preferably, in the case of multiethnic classes, historical facts from the countries of origin of the students.	2 hours

activity	procedure	time
<b>preparation</b>	Presentation and exploration of Europeana in a previous time	1 hour
<b>Final presentation</b>	Each group presents its final work. A painting exhibition takes place at school or in an exhibition place with the paintings of the students.	1 hour (depends on the number of groups)

**Assessment**

The evaluation will be take place with a criterion evaluation form which will be completed by both the students (self-evaluation) and the teacher and it will focus on the achievement of the language goals, the preparation of the students, the difficulties they faced, the way they chose to solve the problems and proceed with the project.

It will also be implemented the peer assessment

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

**Student feedback**

The results of the assessment together with an additional questionnaire will be used to obtain information useful as feedback for our students, but also for the educational process. The questionnaire will be filled by the students and will aim to gather information about the content and process of the lesson.

[European Schoolnet](http://www.eun.eu) (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.