

# Europeana Learning Scenario

(Teachers)

## Title

From local heritage to World Heritage

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## Abstract

In this learning scenario, the students identify a relevant heritage site in their city or their nearby territory. To do so, they use different approaches and methodological strategies to develop processes of analysis and reflection, decision-making and synthesis that make it possible to take part in an open participatory citizen process.

The goal is to compare a known heritage site, with which there is an emotional identification, with others that have been declared World Heritage Sites by UNESCO. Then they develop a reasoned proposal regarding its possible incorporation into the list of protected sites. For this reason, this learning scenario responds to the objectives of the National Education and Heritage Plan approved by the Spanish Ministry of Education.

In the implementation of this scenario, the principles of Universal Design for Learning are used, generating flexible learning environments that allow multiple forms of involvement (affective elements of learning) and representation. The activities are sequenced according to Bloom's Taxonomy and involve the incorporation of different digital applications associated with each of the levels of this scale.

The aim is to achieve deep and effective thinking, so the thinking routines of Project Zero (Harvard University) and different metacognition tasks are incorporated to encourage reflection on the learning process itself according to the Teaching for Understanding Framework.

Throughout the different phases, learners have to work with digital images. This makes it necessary for them to be familiar with the different types of licenses and the possibilities of using each of them, as well as with the use of different applications integrated into their Personal Learning Environment.

## Keywords

World Heritage, Cultural Heritage, Universal Design for Learning, Personal Learning Environment, Citizen Participation

## Table of summary

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<b>Subject</b>	History, History of Art, Geography, Visual Arts
<b>Topic</b>	The nearby territory offers significant heritage elements that allow using simulation as a teaching and learning practice. In this learning scenario, students will be able to learn about the places considered World Heritage Sites in Spain to make a reasoned proposal



for the inclusion in this list of a site that is close to them and with which they feel emotionally identified.

This will require the use of critical judgement tools to analyze the criteria for inclusion in the network and a detailed study to develop solid arguments to assess the suitability or otherwise of the candidacy.

This reflection process will be carried out on the Universidad Laboral (Gijón, Spain), the largest building constructed in Spain in the 20th century.



Universidad Laboral. Gijón. Spain CC BY SA José Ramón González Quelle

Age of students	15-16 years
Preparation time	<p>Two sessions:</p> <ul style="list-style-type: none"> <li>• Session 1: Coordination of the teaching team involved in the implementation of the learning scenario to establish the objectives and timetable for the development of the project (50 minutes).</li> <li>• Session 2: Planning of the visit, formation of the cooperative workgroups and preparation of the online workspaces (50 minutes).</li> </ul>
Teaching time	7 hours
Online teaching material	<ul style="list-style-type: none"> <li>• National Education and Heritage Plan: <a href="https://bit.ly/3us414y">https://bit.ly/3us414y</a></li> <li>• Criteria for inclusion in the World Heritage network: <a href="https://bit.ly/3qEv2kb">https://bit.ly/3qEv2kb</a></li> <li>• World Heritage Sites in Spain: <a href="https://bit.ly/3JMkpml">https://bit.ly/3JMkpml</a></li> <li>• Universal Design for Learning: <a href="https://bit.ly/3IJOXEH">https://bit.ly/3IJOXEH</a></li> <li>• Bloom's Taxonomy: <a href="https://bit.ly/3LiXvnz">https://bit.ly/3LiXvnz</a></li> <li>• Cornell method of note-taking: <a href="https://bit.ly/3uzgcwm">https://bit.ly/3uzgcwm</a></li> <li>• Materials related to the Universidad Laboral (Gijón-Spain)               <ul style="list-style-type: none"> <li>○ <a href="https://bit.ly/3IFc2rT">https://bit.ly/3IFc2rT</a></li> <li>○ <a href="https://bit.ly/3JM5ZmT">https://bit.ly/3JM5ZmT</a></li> <li>○ <a href="https://bit.ly/36SvDre">https://bit.ly/36SvDre</a></li> <li>○ <a href="https://bit.ly/3DdrfPK">https://bit.ly/3DdrfPK</a></li> </ul> </li> </ul>

<b>Offline teaching material</b>	Worksheets with Project Zero routines, Cornell notes taking and metacognition tasks.
<b>Europeana resources used</b>	Images of World Heritage Sites in Spain from Europeana's PMR Maeyaert series licensed under CC BY-SA: <a href="https://bit.ly/3tJ9Fjv">https://bit.ly/3tJ9Fjv</a>

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### Integration into the curriculum

The national curriculum proposes the integration of heritage into educational practice from a multidisciplinary perspective.

Heritage education is a very powerful resource for educating critical and committed people, as it makes it possible to understand the society in all its complexity. There is a strong link between heritage education and citizenship as both are based on participation, decision-making and the relationship between past, present and future.

Heritage education provides an understanding of how decision-making in the present has implications for the future. For this reason, heritage education should not be limited to observation, description, and analysis of heritage elements, but should also consider hypotheses, identify intentions and address committed issues that make it necessary to reflect on the changes and continuities that have happened in the past.

This scenario is designed for students aged 15-16 (4th year of Compulsory Secondary Education in the Spanish education system). In the national curriculum, there are very clear references to identification with heritage as an element of bonding with the community and respect for the past.

The new educational curriculum that will come into force next year reinforces the role of the study of cultural heritage. It is understood as one of the backbone elements for the design of integrated work projects in the classroom.

It is a learning scenario easily replicable in other cities and countries, as long as there is a significant site in the immediate environment that allows the simulation presented in this scenario to be carried out.

### Aim of the lesson

This lesson aims to relate heritage and historical awareness. Based on a visit to a cultural site, students will ask themselves questions that go beyond the description of the built space and that will be significant for understanding the present. They will be able to relate their answers to the reflection processes carried out in other UNESCO World Heritage Sites.

From the analysis of the causes, the protagonists, the interests, the existing options... it will be possible to learn about the decisions that were taken concerning the heritage site we are analysing and how these decisions affected its enhancement for the future.

### Outcome of the lesson

At the end of the project, students will produce a report showing whether the heritage site under analysis meets the requirements established by UNESCO for inclusion in the list of World Heritage Sites. To do so, they will learn about the process followed in other places where the nomination was positively evaluated.

During the process they will use different tools that will allow them to critically interpret heritage as a source of information in its historical context, taking into account the external factors (political, ideological) behind each proposal for selection, evaluation and conservation.

### Trends

**Project-Based Learning:** The planning and development of the project change 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 have to define the objectives, and 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 computers at home and share materials. Students attending the school can use these materials at that time.

### Key competences

In the development of the project, students work in collaborative groups using digital tools (pupils are seated in single rows due to the pandemic) and applying the roles (positive interdependence, individual and group accountability, interpersonal and small groups skills). Through the 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, and awareness of their learning. Finally, throughout the development of the project, students will create different products that will involve the intensive use of digital competencies. Through the visualisation of thinking, a deep understanding of the content worked on will be achieved.

### Activities

Name of activity	Procedure	Time
<i>Near you, there is a large building that</i>	The students visit the Universidad Laboral (Gijón, Spain). They take photographs of the most significant elements of the building.	60 min

Name of activity	Procedure	Time
<b>wants you to discover its history</b>	They upload the images to the shared folder in the cloud (OneDrive) and use Padlet to create an image gallery.	
<b>Big questions for a big site</b>	In the classroom, after the visit, the images and the video ( <a href="https://bit.ly/3IFc2rT">https://bit.ly/3IFc2rT</a> ) are projected. The thinking routine <i>See, Think, Wonder</i> (Project Zero, Harvard University) is used to scaffold and support student thinking. Reflection is carried out using collaborative group work. <a href="https://pz.harvard.edu/resources/see-think-wonder">https://pz.harvard.edu/resources/see-think-wonder</a>	30 min
<b>Small can be big: from local to global scale</b>	The groups of students make a mind map showing the conditions established by UNESCO for a site to be included in the list of World Heritage Sites ( <a href="https://bit.ly/3qEv2kb">https://bit.ly/3qEv2kb</a> ). Each group's mind map is presented to the rest of the class.	60 min
<b>There are no distances. Travelling is as easy as clicking</b>	Presentation of the Europeana platform and the conditions for appropriate use of the images (Creative Commons licenses). Students download the images available in Europeana related to the Spanish World Heritage Sites belonging to the PMR Maeyaert series ( <a href="https://bit.ly/3tJ9Fjv">https://bit.ly/3tJ9Fjv</a> ). The images are hosted in a shared folder in the cloud and uploaded to Wakelet creating organised galleries.	30 min
<b>Ready to travel around our country in all directions</b>	Bloom's Taxonomy. Level 1: REMEMBER Collaborative group 1 locates the Spanish World Heritage Sites on a Google Earth map.	All groups work at the same time for 60 minutes.
<b>Beyond a few letters, you'll find a word cloud</b>	Bloom's Taxonomy. Level 2: UNDERSTANDING Collaborative group 2 identifies in a word cloud (Wordart) the regions in which the Spanish World Heritage Sites (monuments, neighbourhoods, cities, natural spaces...) are located.	
<b>Altogether, but not all at once</b>	Bloom's Taxonomy. Level 3: APPLY Collaborative group 3 elaborates a presentation (Microsoft Powerpoint) taking into account the chronology of incorporation of the Spanish World Heritage Sites into the network.	
<b>You also have something to say</b>	Bloom's Taxonomy. Level 4: ANALYSE Collaborative group 4 prepares a questionnaire (Microsoft Forms) to share with all their colleagues to find out which Spanish World Heritage Sites are the most visited by students.	
<b>Belonging is more than just being: one step further</b>	Bloom's Taxonomy: Level 5: EVALUATE Collaborative group 5 reflects on the implications of joining the World Heritage network (Microsoft Word).	
<b>Movement and sound: heritage does not standstill</b>	Bloom's Taxonomy: Level 6: CREATE Cooperative group 6 creates a video (maximum duration: 5 minutes) in which the Spanish World Heritage Sites are shown (Microsoft Photos).	

Name of activity	Procedure	Time
<b><i>Each stone has much to tell us</i></b>	Collaborative group 7 elaborates a presentation with the conclusions of the report <i>Usa y cambio de uso en la Universidad Laboral de Gijón</i> ( <a href="https://bit.ly/3JM5ZmT">https://bit.ly/3JM5ZmT</a> ) using Microsoft Sway.	
<b><i>Don't miss anything. Write it all down!</i></b>	During the presentation of the work done in the different groups, each student takes notes individually using the Cornell method ( <a href="https://bit.ly/3uzgcwm">https://bit.ly/3uzgcwm</a> ).	60 min
<b><i>The time has come to give shape to your ideas. Together you will make it better!</i></b>	In each collaborative group, ideas are shared based on the notes taken previously. Using these notes, the final report is drawn up. The report assesses the suitability of presenting the candidacy of the Universidad Laboral (Gijón, Spain) as a World Heritage Site (Microsoft Sway).	60 min
<b><i>Now is the time to listen and to be heard</i></b>	The final reports of the groups are presented to the classmates who use their co-evaluation rubrics to assess the work done by their peers. The conclusions will be sent to the local authority with responsibility in the field of cultural heritage.	60 min
<b><i>Will you do it again?</i></b>	Closing activity: Metacognition staircase by asking the questions: <ul style="list-style-type: none"> <li>• What have I learned?</li> <li>• How did I learn it?</li> <li>• What has been easier, more difficult, more novel?</li> <li>• How effective was this in accomplishing your thinking?</li> <li>• How would you do the same kind of thinking next time?</li> </ul>	15 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 from 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
<b>Attitude during the on-site visit</b>	The students show a high degree of commitment during the visit: their level of attention during the explanations is high and they take notes and photographs of the visited space.	The students take some notes and photographs related to the main contents of the visit, but it is necessary to get their attention at certain moments.	Students take photographs, but they are not related to the main contents of the visit. Attention during explanations is low.	The students adopt a passive attitude during the visit.

<b>Location in Google Earth of the images assigned to each team</b>	All images (100%) are correctly positioned on the map.	Most of the images (>75%) are correctly positioned on the map.	Only a portion of the images (<75%) are correctly placed on the map.	The images of the site are not located on the map.
<b>Video editing</b>	The video uses the mandatory number of images and is set to a predetermined duration.	The video does not meet one of the established requirements: the number of mandatory images/duration.	The video does not meet either of the two requirements: the number of mandatory images/duration.	The video is not elaborated on.
<b>Elaboration of the presentation / virtual visit</b>	The presentation / virtual visit uses significant images of each site and demonstrates an adequate understanding of the reasons why it is considered a World Heritage Site.	The presentation / virtual visit uses significant images of each site but does not demonstrate an adequate understanding of the reasons why it is considered a World Heritage Site.	The presentation / virtual visit does not use significant images of the site and does not demonstrate an adequate understanding of the reasons why it is considered a World Heritage Site.	No presentation / virtual visit has been created.
<b>Reflection on the suitability of incorporating the site into the World Heritage network</b>	The arguments demonstrate a deep understanding of the suitability or otherwise of incorporating the site into the World Heritage network.	The arguments demonstrate a partial understanding of the suitability or otherwise of incorporating the site into the World Heritage network.	There is only a description, but no argumentation. The understanding of the suitability or otherwise of incorporating the site into the World Heritage network is minimal.	The reflection has not been carried out.
<b>Cooperative attitude during project development</b>	The team works cohesively and all the tasks (mind map, download and upload images, metacognition) are completed. Assigned roles and deadlines are adequately met.	Roles are respected in the team, but not the established deadlines. All tasks are delivered.	Assigned roles are respected in the team, but the established deadlines are not respected. There is a partial delivery of tasks.	Roles and deadlines are not respected in the team.

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

### Student feedback

The students showed a high degree of involvement in the development of the project, completing all the phases. The sequence established made it possible to generate a link with a local heritage site, relate it to spaces already considered World Heritage Sites and develop a critical stance that was presented to a local authority.

The students were able to separate the artistic aspects from the ideological ones present in the analysis of the work of art to make a judgement based on a comparative study. As a result, they discovered the original meaning of total artistic space that today is conceived as a demonstration of the dominant ideology in Spain after the Civil War.

Although in the final reports most of the groups ruled out the possibility of the Universidad Laboral being considered a World Heritage Site, at all times they felt that they were developing a process of reflection in which the objective was to elaborate a solid proposal, based on technical, historical and artistic arguments that were not conditioned by the controversy that had arisen at a local level, with one part of public opinion in favour and the other against.

### Teacher's remarks

The implementation of this scenario took place in April 2022. After the pandemic, which forced the adoption of a hybrid learning system, there was a return to a face-to-face model in which students increased cooperative strategies and soft skills within the classroom.

The incorporation of Universal Design for Learning allowed the focus to shift towards the transmission of competencies, forming active and autonomous learners, who enhanced the ability to self-regulate.

The application of Bloom's Taxonomy allowed students to develop skills that use the knowledge acquired as a tool for solving problems, interpreting new situations, comparing, establishing cause-effect relationships and generating their ideas.

The application of the Cornell method of note-taking favoured active listening during the work in the cooperative groups. This made it possible to organise the information visually to prepare the final reports.

The implementation of the scenario was developed in parallel with the explanation of Contemporary History so that students were able to understand the development of totalitarian ideologies and the use of art and propaganda as a way of consolidating power.

Finally, the integration of self-assessment and metacognition made it possible for students to progress at their own pace, being aware of what they were learning at each moment. In addition, they worked on critical and reflective thinking, making deep understanding possible. In short, the aim was to make students the protagonists of their learning.

Link to the Padlet with the implementation of the project

<https://bit.ly/3K3bopJ>

### 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 32 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**

**VEO**  

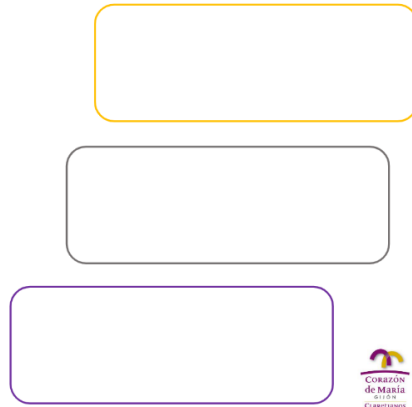

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**PIENSO**  


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**ME PREGUNTO**

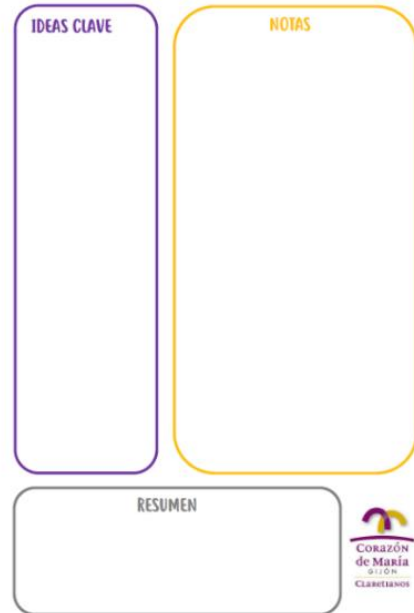
making visible thinking




See, Think, Wonder thinking routine template

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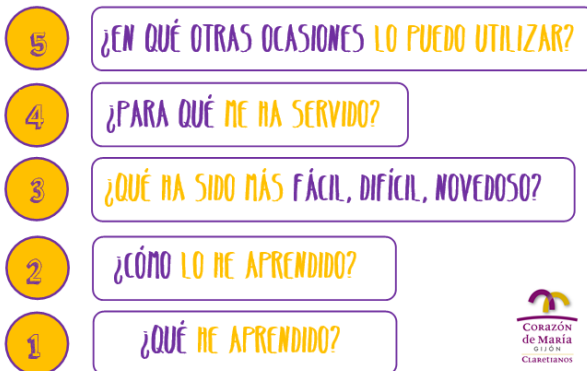
TÍTULO \_\_\_\_\_ FECHA \_\_\_\_\_




Cornell notes taking template

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**ESCALERA DE LA METACOGNICIÓN**



- 5 ¿EN QUÉ OTRAS OCASIONES LO PUEDO UTILIZAR?
- 4 ¿PARA QUÉ ME HA SERVIDO?
- 3 ¿QUÉ HA SIDO MÁS FÁCIL, DIFÍCIL, NOVEDOSO?
- 2 ¿CÓMO LO HE APRENDIDO?
- 1 ¿QUÉ HE APRENDIDO?



Metacognitive staircase template

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