

Europeana Learning Scenario

(Teachers)

Title

Travel For All

Author

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Abstract

Due to the COVID-19 pandemic, travelling has been difficult for almost two years. Maybe now would be a good time to think about how, hopefully, in the near future, the journey could be made easier for everyone because a large part of the world's population has difficulties even in everyday life, especially when travelling. These are people with physical disabilities who often do not decide to travel precisely because of the obstacles they encounter, especially in accommodation and attractions they want to visit.

Therefore, this learning scenario will explore the possibilities of improving the standards for people with disabilities who travel, in order to become as active participants in tourism as possible. Students will study all the obstacles that people with disabilities face and suggest ways to improve accommodation facilities and tourist facilities so that everyone can use them.

Keywords

accessibility, citizenship, empathy, inclusion, travel, social skills

Table of summary

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Subject	Tourism, Croatian language, English as a foreign language, Psychology, Citizenship
Topic	Accessible travel The topic encompasses different curriculum areas in order to develop empathy and discover improvements in accessible travel.
Age of students	16 - 18
Preparation time	20' Introducing students to the Europeana platform
Teaching time	12 lessons of 45 minutes The project can be implemented during the project days, some activities need to be carried out before the project days.
Online teaching material	Padlet Youtube Google Classroom Europeana Google Earth Microsoft Movie Maker Canva

	WeThe15 Campaign Film Accessibility checklist Hotels that are accessible to everyone
Offline teaching material	paper, pens, eye covers, white cane
Europeana resources used	Free Europeana platform research, teacher's suggestions: Accessible Cyprus A blind man is led through the street by a young boy Wireless guided tour

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Integration into the curriculum

This learning scenario has an interdisciplinary approach and is fully integrated into the National Vocational Education Curriculum. As in most European countries, students learn to respect diversity. Future tourism workers need to develop empathy and attitude towards each guest, and especially towards those most sensitive who have different needs, guests with disabilities.

Aim of the lesson

Students will improve their research skills through working on the [Europeana](#) platform and other websites. Through role-playing and video/audio recording, students will raise awareness of the needs of people with disabilities, develop different approaches to individual guests, and develop empathy, understanding and tolerance.

Outcome of the lesson

Tangible outcomes:

- short video/audio files with instructions for hotel and attraction services
- posters with a proposal for improvement of services at the hotel or tourist attraction

Intangible outcomes

- collaborative work
- empathy
- awareness
- tolerance
- creativity
- communication
- ICT skills

Trends

Project based learning - after the brainstorming activity and discussion, students work in groups to research problems.

Collaborative learning - focused on working in groups during video/audio recording and presentations.

Outdoor education - learning outside of school - researching and filming in hotels and attractions.

Visual search and learning - images and multimedia research.

Vocational learning - focus on the vocational skills of future workers in tourism.

Key competences

Literacy competence

Multilingual competence

Digital competence

Personal, social and learning to learn competence

Citizenship competence

Activities

Name of activity	Procedure	Time
Activity 1 Brainstorming	Students reflect on the differences among the guests that they have noticed during the practical work at the hotel. Students discuss what it means to be accessible and need to identify the need for special travel conditions due to physical disability, the blind and visually impaired, the deaf and the hearing impaired. Writing ideas in Padlet .	30'
Activity 2 Film analysis	Students watch a short film on Youtube: WeThe15 Campaign Film Discussing the film and adding new ideas in Padlet .	15'
Activity 3 Creating groups	Dividing students into 6 groups and assigning specific tasks: Group 1 - accommodation facilities - guests with physical disabilities. Group 2 - accommodation facilities - blind and visually impaired guests. Group 3 - accommodation facilities - deaf and the hearing-impaired guests. Group 4 - tourist attractions in the city - guests with physical disabilities. Group 5 - tourist attractions in the city - blind and visually impaired guests. Group 6 - tourist attractions in the city - deaf and the hearing-impaired guests.	10'
Activity 4 Group tasks	Assigning specific tasks to each group. Each group will produce: <ul style="list-style-type: none"> - a role-playing script, - a video or audio based on a group task and scenario, and, - a poster with a proposal to improve the hotel or tourist attraction services. Creating a Google Classroom for each group where students will upload their work.	15'

Activity 5 Introduction to Europeana	Introducing students to the Europeana platform - searching the platform, filtering, using free items from the Europeana platform.	20'
Activity 6 Researching Europeana and other websites	<p>Free research of the Europeana platform at home - photography, video and text.</p> <p>Teachers' proposal for the research in the Europeana platform:</p> <ul style="list-style-type: none"> • Accessible Cyprus • A blind man is led through the street by a young boy • Wireless guided tour <p>Researching other websites of hotels and booking platforms, deeper analysis is necessary to find accommodation units and hotel amenities for guests with disabilities. Students or teachers decide on the location to explore. The location should be a well-known destination where students can explore access to major attractions using one of the Google Earth versions. Students will add links in Padlet</p>	45'
Activity 7 Creating scripts	<p>Based on the research, students develop a role-playing scenario with topics related to the group task.</p> <p>Groups with a task related to the accommodation create scripts for situations at the reception, in the room and the restaurant.</p> <p>Groups with a task related to tourist attractions create scripts for situations during a visit to a natural attraction (natural or national park), a tour of the built attraction outside and a tour of the inside of the built attraction (church, castle, museum ...).</p> <p>Uploading scripts to Google Classroom.</p>	90'
Activity 8 Recording video clips	<p>Recording in and out of school with student mobile phones. Groups 1-3 partly film at school in the classroom with a reception desk or request to film in a local hotel. Groups 4-6 film their clips around and inside the tourist attractions (church, museum, park). Students take on the challenge of navigating through school, hotel or tourist attractions as a person with a disability.</p> <p>Uploading video clips to the Google Classroom. Discussion in groups on the editing and production of final products.</p>	90'
Activity 9 Editing video clips	Editing video clips into final short films using Microsoft Movie Maker or another tool familiar to students. Adding subtitles in the English language.	45'
Activity 10 Creating posters	Making posters with a proposal to improve hotels or tourist attractions to make them more accessible to tourists with physical disabilities, blind and partially sighted people, deaf people and people with hearing impairments.	90'

	The text in the posters can be written in the first language or a foreign language. You may use Canva . Uploading posters to Google Classroom .	
Activity 11 Final products presentation and evaluation	Films and posters presentations. Discussion and questions. Peer and teacher evaluation of student’s final work with evaluation rubrics attached in Annex.	30’
Activity 12 Creating educational material	Merging video clips into one film that can be used as educational material in the future in subjects that deal with the topic of relationships with guests in tourism. Posting the film on the school's website.	45’
Activity 13 Project evaluation	Students evaluate their work on the project. Evaluation rubric attached in Annex.	15’

Assessment

Evaluation rubric attached in Annex
Peer assessment attached in Annex

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

Student feedback

Students will give feedback through [3 - 2 - 1 self-assessments](#) and discussions with other students.

Teacher’s remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. 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 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

1. Evaluation rubric

DIGITAL MATERIAL (FILM AND POSTER) AND ORAL PRESENTATION RUBRIC					Score
Applies to: Group					
	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement	
Required Elements	The material includes all required elements as well as additional information.	All required elements are included in the material.	All but 1 of the required elements are included in the material.	Several required elements were missing.	
Attractiveness	The material is exceptionally attractive in terms of design, layout, and neatness.	The material is attractive in terms of design, layout, and neatness.	The material is acceptably attractive though it may be a bit messy.	The material is distractingly messy or very poorly designed. It is not attractive.	
Delivery (all students should equally present)	Holds attention of the entire class with the use of direct eye contact, seldom looking at notes. Speaks with fluctuation in volume to maintain class interest.	Consistent use of direct eye contact with class, but still returns to notes. Speaks with satisfactory variation of volume.	Minimal eye contact with class, while reading mostly from the notes. Speaks in uneven volume with little or no inflection.	Holds no eye contact with class, as the entire report is read from notes. Speaks in low volume and/or monotonous tone, which causes the class to disengage.	
Class Awareness	Significantly increases class understanding and knowledge of the topic; convinces class to recognize the importance of the subject.	Raises class understanding and awareness of most points.	Raises class understanding and knowledge of some points.	Fails to increase class understanding of knowledge of the topic.	
16, 15 - 5	14, 13 - 4	12, 11, 10 - 3	9, 8 - 2	7, 6, 5, ... - 1	
TOTAL:					
Comments:					

2. Peer assessment

PEER ASSESSMENT								
Name:								
Group 1			Group 2			Group 3		
								
My comment:			My comment:			My comment:		

Group 4			Group 5			Group 6		
								
My comment:			My comment:			My comment:		