

# Europeana Learning Scenario

## (Teachers)

### Title

Cultural heritage at risk

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### Abstract

Students will collaboratively produce a project on Google Earth Web, where they will locate cultural heritage at risk. Europeana's resources and technology based on augmented reality (AR) will be used in this project.

This project will include current images of this heritage and QR Codes, so that when the user points with the mobile phone, they will be able to obtain information about the catastrophe that endangered this heritage, or photographs of how this heritage was in antiquity.

### Keywords

Culture heritage, Heritage at risk, Locate heritage at risk, Locate monument at risk, Monument at risk

### Table of summary

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<b>Subject</b>	Geography / Citizenship
<b>Topic</b>	Geography, Geographic location, Citizenship, European Diversity
<b>Age of students</b>	11-13 years old
<b>Preparation time</b>	<p><b>Students</b> – 30 minutes            20 minutes to explore Google Earth Web projects, how to locate places and add information, images or links.            10 minutes to try out how to transform different files (images, documents) into QR Codes. 15 minutes to explore how to find resources in Europeana</p> <p><b>Teacher</b> - about 30 minutes to explore Europeana's collections to give some tips on how students should research.</p>
<b>Teaching time</b>	4*45 minutes (time adjustable to group dynamic) (Total: 5*45 minutes)
<b>Online teaching material</b>	<p><a href="https://earth.google.com/web">https://earth.google.com/web</a>- to create a principal collaborative project</p> <p><a href="https://qrgenerator.org/">https://qrgenerator.org/</a>- to create QR Codes</p> <p><a href="http://www.europeana.eu/">http://www.europeana.eu/</a>– exhibitions heritage at risk and other resources</p> <p>various images</p> <p><a href="http://www.unsplash.com">www.unsplash.com</a> - Images</p> <p><a href="http://www.jamboard.com/">http://www.jamboard.com/</a>– students' final thoughts</p> <p><a href="http://www.baaboozle.com">www.baaboozle.com</a> -- evaluation/feedback)</p>



### Offline teaching material

### Europeana resources used

*Pc, Internet, smartphone, paper, pen, text editor*

*[Heritage at Risk | Europeana](#) to find principal culture heritage at risk*

*[Fotografia | Europeana](#) to find another images of culture heritage at risk*

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### Integration into the curriculum

7<sup>th</sup>-year Geography – Theme 1 – 1.3 Location of spaces and places

### Aim of the lesson

I would like students to be made aware of the importance of cultural heritage and how it can be put at risk and that they understand that the preservation of heritage is very important. In curricular terms, I would like them to learn how to use geographic information technology to locate places, integrate resources from Europeana, developing their collaboration skills, critical thinking and digital literacy.

### Outcome of the lesson

A collaborative project in Google Earth, with some use of augmented reality technology, on cultural heritage at risk.

### Trends

- Collaborative Learning: a strong focus on group work.
- Cloud Based Learning: data, tools, software is all online and can be reached and modified from different devices.
- Mobile Learning: we get access to knowledge through smartphones and tablets. It is learning anytime, anywhere.
- BYOD: Students bring their own mobile devices to the classroom.
- Augmented Reality: by pointing devices like smartphones and tablets to objects of reality you receive extra information.
- Learning materials: shift from textbooks to web resources and open-source books.
- Visual Search & Learning: images and multimedia are more powerful than verbal stimuli.

### Key competences

- Creativity and Innovation - Students will create a Google Earth Web collaborative project with augmented reality technology with their groups, and it will increase their creativity and innovation skills.
- Collaboration - Students will work with groups of two elements. They will do small parts of work together, which will develop their collaboration skills. The final product is also a collaborative project, in that the class is working together.
- ICT Literacy - Students will use Google Earth Web, QR Code Generator, Europeana and Jamboard to create learning material, which develops their digital literacy.
- Critical Thinking and Problem Solving: students discuss what is the important information, images and links to put in Google Earth Web Project and try to solve ICT problems together.
- Productivity & Accountability - At the end of the lessons students will have new products that will improve their productivity skills. As they work on a collaborative project, it will contribute to developing their responsibility.

- Communication: students will share at the end, with the entire class, their thoughts about problems that occurred, and how they had solved them and display an online Google Earth Web project to the class (and school, and school community).

## Activities

Name of activity	Procedure	Time
<b>Introduction:</b> "Let's PrepareWork"	During preparation time, the teacher shows collaborative Google Earth Web projects, shows how links, images or files are turned into QR Codes and browses Europeana a bit. Next, students are encouraged to try out these tools and platforms.	45 min
<b>Organization:</b> "Attentive class"	The teacher divides the class into pairs or a maximum of 3 elements and makes a brief presentation of the Europeana website, explaining how students can use the images and information they will get from it. Then ask each group to choose a cultural heritage at risk, guiding them so that they do not repeat it. The groups organize the tasks, it is desirable that each one does a little of each task.	20 min
<b>Research, Selection, Production:</b> "Discoveryfacts"	Groups will search for and select relevant images and information about the cultural heritage at risk they have chosen, on Europeana and, if necessary, on the Unsplash website. Some of these images and information will be placed directly on Google Earth Web (GEW) and others will be transformed into QR Codes, which will later be placed in the GEW Project.	45 min
<b>Creation:</b> "We are creatives"	Students create files with small texts and images or just texts about the cultural heritage at risk they are studying and with the QR Code generator they will transform them. Aim: students use augmented reality to include other images or information about their cultural heritage at risk, only visible when we point our cell phones at the Google Earth Web.	35 min
<b>Creation / Production:</b> "We know how to do"	Students manage Google Earth Web and use their creativity to organize the images, information and QR Codes in the GEW project markers.	35 min
<b>Sharing:</b> "Us and the others"	Each group presents their marker at GEW to the others.	20 min
<b>Reflection:</b> "Let's think"	Each student reflects on his work and the work of his group and writes his thoughts using jamboard.	10 min
<b>Analysis and Conclusion:</b> "Let's think and talk together"	In the class, it is analyzed reflections in jamboard and discuss difficulties and how they managed to overcome them and what they learned with this work and their opinion about the resources used.	15 min

## Assessment

In this activity, the entire process until the final product (Google Earth Web project) is very important and for the evaluation a rubric would be used that would be based, for example, on:

- Ability to perform a basic search (search and selection of appropriate images).
- Ability to use digital tools/platforms (Europeana, Google Earth Web, QR Code Generator).
- Competence to work in a team (definition and distribution of tasks, sense of responsibility, commitment, respect for others).
- Competence to communicate (actively listening and expressing ideas).
- Problem-solving skills (individual and in groups).
- Development of critical thinking (reflection on the learning process).

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

## Student feedback

It's important to give them a chance to share their final thoughts on Europeana resources, QRCode Generator and augmented reality, Google Earth Web and anything else they want to share with the teacher and class.

Each student could also create some questions about their studied cultural heritage and, together with the class, create a game, for example, Baamboozle, which at the end would be played in the class, to assess the acquired knowledge. After that, the teacher can give feedback to 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