Europeana Learning Scenario
(Teachers)

Title

Culture, IT, Action(bound)

Author(s)

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Abstract

This learning scenario uses a the Actionboud application (web 2.0 based) to actualize local cultural heritage (tangible or intangible) and bring IT to be used for digital representation of research and work done. The scenario's concept is project based learning used to discover and research the idea of sustainability in culture. By using the "Wheel of sustainability" (in culture) pupils research local intangible cultural heritage and acquire knowledge about it while using IT o present their work and find answers to project question(s) they design.

Keywords

IT, sustainability in culture, Actionbound, Wheel of sustainability, intangible cultural heritage

Table of summary

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Subject	Interdisciplinary lesson; History, Art, Music
Topic	Sustainability in culture, intangible culture
Age of students	12 -18
Preparation time	2 hours
Teaching time	3 sequences of 2 hours- 6 school classes (min)
Online teaching material	Actionboud, Google forms. https://my.pblworks.org
Offline teaching material	Wheel of sustainability (.pdf), paper, glue
Europeana resources used	Europeana resources: https://www.europeana.eu/hr/collections Quiz: A, Le jardin de l'artiste à Giverny

Funded by the European Union

B, Oroslavje Gornje
C, A Bunch of Primroses
*CRO example:
https://www.europeana.eu/hr/item/2051943/data_euscreenXL_EUS_CFAA39BEF20B4F9C9EE5235E12F57AFD

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Integration into the curriculum

This scenario can be integrated in several national curriculums: History, Art, Music. The usage of the app can be spread to all of these.

Aim of the lesson

Informing pupils on their local intangible cultural heritage. Discovering how sustainable intangible cultural heritage is and how to make it sustainable.

Outcome of the lesson

Intangible: Pupils possess knowledge about intangible heritage, the Europeana platform, Actionbound and the Wheel of sustainability.

Tangible: Pupils create group "Bounds" about local cultural heritage

Trends

Project based learning, outdoor learning, cooperative learning, peer learning.

Key competences

Digital competence, Cultural awareness and expression competence, Personal, social and learning how to learn competence.

Activities

Name of activity	Procedure	Time min
1st CLASS		

Name of activity	Procedure	Time min
Introduction	Pupils are introduced to intangible cultural heritage. General info on what it is and where it can be found: https://ich.unesco.org/en/what-is-intangible-heritage-00003 Pupils are introduced to the Europeana platform is. General info on what it is and where it can be found https://www.europeana.eu Pupils are divided into project groups and asked to find local intangible cultural heritage*/** to research. **example: Croatian pupils can choose Sinjska Alka, , a knights' tournament in Sinj (Croatia)* *INFO: https://ich.unesco.org/en/RL/sinjska-alka-a-knights-tournament-in-sinj-00357* *EUROPEANA RESOURCE: https://www.europeana.eu/hr/item/2051943/data_euscreenXL_EUS_CFAA39BEF20B4F9C9EE5235E12F57AFD* ***NOTE: The usage of Europeana resources depends on the topic pupils choose (scaffolding method) and research pupils do (they are guided to conduct a thorough search of the platform). If the pupils choose a local intangible heritage they are advised to use the resources found on the Europeana platform. If it is scarce or non-existent, the pupils work could generate data (photos, audio, video…) that can later be added to Europeana as a valuable data for future research. Also, the material generated by this LS can be uploaded by the school/organization to the platform. This can be the "next step" in pupils and teachers work in making the data public domain (a sequel project of the pupils/school).*	10'
Determining the problem	Pupils discuss the problem of our local intangible cultural heritage. Design of the project question. HOW CAN WE MAKE OUR CULTURAL HERITAGE SUSTAINABLE? Decision on what to learn and where they can acquire the information and tools necessary to solve the problem. • Europeana platform advised. • Actionbound app introduced. • Online sources search and revision	35'
2nd CLASS		
Evaluation	Tools and sources are evaluated through a discussion	5'
Sustainability in culture	The Wheel of sustainability is introduced, explained and discussed.	20'
IT usage	Groups get one wheel to use on chosen cultural heritage; Cutting, gluing and building the wheel	20'
3rd CLASS		
Revision	A class session on possible questions, info, advise…	5'
ACTIONbound	BYOD (or school tablets)	40'

Name of activity	Procedure	Time min
	Pupils are designing the core of the Bound in groups. Europeana materials. Photo, video, audio… (if available) are used to create digital treasure hunt on local cultural heritage.	
4th CLASS		
Revision	A class session on possible questions, info, advise…	5’
Present	Pupils (in groups) present their Actionbound games to the class using a school projector/computer	30’
Discussion	Pupils discuss and peer evaluate their IT work	10’
5th and 6th CLASS		
Sharing our work	Bounds are presented to the school auditorium (other classes, school leadership, parents…). Afterwards, all participants are asked to come to the workshop.	35’
Intro	Introduction to “Future workshops” – sit in a circle, describe the workshop	10’
Mini Future workshop	3 phases: a) Critique phase – pupils openly criticize the problem of cultural heritage unsustainability of local heritage. Write down their answers to sheets of paper. Creative, non-repetitive, honest answers. Answers are grouped to “themes” (personal, social, doable/not possible…) b) Phantasy phase – pupils fantasize about their ideal of sustainable cultural heritage. They imagine a desired future for the problem c) Implementation – 5 min session to explain the next activity	35’
Action plan	Pupils create and action plan: Who, what, when things are to be done to solve the problem. (*Written in a note book, poster…)	10’

Assessment

Formative assessment of the project:

Rubrics: https://my.pblworks.org/system/files/documents/Project%20Design%20Rubric%20-%202022.pdf CC BY NC ND

Summative assessment:

Quiz for pupils: https://forms.gle/bxQAsbE3BLkYseAA9

Student feedback

Pupils are advised to ask for information, mentoring and if needed help in their research, design and work. Constant oral feedback received from the pupils is accepted and monitored. Group (and individual) feedback is planned within the scenario in separate sequences.

Pupils are also given the possibility of self-assessment by using https://docs.google.com/document/d/1xIcJ5ncyDqHGT_7s17_QLwiWx4HL-u7Rr9zVEQOsjVw/template/preview CC BY NC SA

Teacher's remarks

Stay focused on the project, give assertive and mentoring help to pupils, keep things in line with the scenario design. My pupils can do it.

About the Europeana DS project

Europeana is Europe's digital platform for cultural heritage, providing free online access to over millions of digitised items drawn from Europe's museums, archives, libraries, and galleries. The Deployment of a common European data space (DS) for cultural heritage project builds on and expands the existing functionalities and services of the Europeana Digital Service Infrastructure (Europeana DSI).This initiative works towards the development and operation of the data space infrastructure, the integration and of high-quality data in the data space, the capacity building of professionals, the reuse of existing resources and the improvement of the digital services for the public. .

European Schoolnet (EUN) is the network of more than 30 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 DS project is to facilitate the reuse of high-quality data and expand the community of users of Europeana for education.

Annex