



The Creative School



Open Educational Resources

Europeana as a learning tool

Topic: Teachers Training

Age Group: 7-11, 11-14, 14-18 years old



Erasmus+

Authors

Maria Teresa Natale

Images

© Trustees of the Chester Beatty Library, Dublin, iStockpicture

Copyright

Materials can be used according to the:
Creative Commons Non Commercial Share Alike license



Disclaimer

The Creative School project has been funded with the support of the European Union and the French National Agency for the Erasmus+ Programme (Grant Agreement 2019-1-FR01-KA201-062212). This publication reflects the views only of the author, and the European Union and the French National Agency for the Erasmus+ Programme cannot be held responsible for any use, which may be made of the information contained therein.
















Table of contents

Europeana as a learning tool	6
Informazioni per gli insegnanti.....	7
Description of the Workshop	8

The Creative School open educational resources include the following learning modules, here listed according to subject matters and age of the target students:

	 7-11	 11-14	 14-18
 Art History		Let Them Live Again	Let Them Live Again
 Citizenship and Philosophy	Ethical Dilemmas	Ethical Dilemmas	Ethical Dilemmas
 Environment, Natural Sciences	Biodiversity and Visual Arts	Biodiversity and Visual Arts	
 Facilitation	Online learning through object based learning	Online learning through object based learning	Online learning through object based learning
 Geography	Urban walks	Urban walks	
 History			How did young people live?
	Photos as memories of the past	Photos as memories of the past	Photos as memories of the past
 STEAM			Critical thinking on climate change
	#Empowering YouthVoices	#Empowering YouthVoices	#Empowering YouthVoices
		Hungry Algorithms	Hungry Algorithms
 Teachers Training	Europeana as a learning tool	Europeana as a learning tool	Europeana as a learning tool
	Practical approaches to teaching with objects	Practical approaches to teaching with objects	Practical approaches to teaching with objects

The Creative School project develops learning modules for children and schoolteachers, promoting self-directed learning, critical and visual thinking skills by using cultural heritage content made available by the partner organisations. The present output has developed a set of training materials focusing on the development of thinking skills through engagement with cultural heritage.

More and more children and young people need to develop higher level thinking skills in order to find solutions to social, emotional and economic problems, both personally and in the context of the wider world. They are encouraged to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use creative and critical thinking purposefully.

The main beneficiaries of the project include primary and secondary school teachers, who, through engaging with the project will become equipped with the skills necessary to facilitate pedagogical strategies for creativity and critical thinking. Children and young people involved as participants in the Creative School project will develop the skills required to respond to the challenges offered by the Creative School curriculum.

We hope this material will bring a new dimension to your work and inspire you to use it for fostering creative and critical thinking among young people. The selected topics have been chosen together with teachers and educators coming from Austria, Croatia, Finland, France, Ireland, Italy and the United Kingdom through focus groups and surveys.

Each material is accompanied by key learning points as well as several interesting facts or pieces of information, which are intended to be used to provoke further discussion. The most appropriate age group is also indicated.

Wherever possible we have included a short interactive activity that can be carried out with students or a series of suggested questions to ask, in order to introduce the topics of each learning module. Should you wish to explore certain topics or themes further, each material includes a link to other related ones. When available, a general list of additional educational resources related to the topics is also provided.

The material and accompanying text are designed as standalone educational aids. In this respect, the resource is intended to provide an overall framework from which you can pick and choose the issues most relevant to your activities. The module can be used within any country any context as it deals with issues, which are cross-border and universal.



iStockpicture

For more information about *The Creative School* project, please visit:

<https://www.creative-school.eu/>

Europeana as a learning tool

Topic:



Teachers Training

Age range:



7-11



11-14



14-18

The workshop can be run with different age groups, with different level of complexity.

Time:



8-10 ore in giorni diversi, parte in classe parte a casa

Materials and tools:

Computer needed

Learning objectives:

Encourage students to:

- Understand the meaning and structure of a terminology
- Improve vocabulary related to a specific topic
- Learn to organize more or less complex terminology
- Know how to search on Europeana
- Create a thematic collection on Europeana
- Create a paper on a specific theme following the creation of a collection

Instructions for Teachers

This workshop is expected to last at least 8 hours spread over several days. The teacher (of literature, art, science, history, geography) chooses the theme of the workshop (for example, food in art, sport in antiquity, fashion in the Renaissance, etc.). You can also think of a workshop conducted among several teachers, each of whom coordinates a single aspect (e.g., the literature teacher takes care of the vocabulary aspect, the art teacher takes care of the image education aspect).

The teacher selects in advance a series of images to project to the class on the chosen theme, e.g. food in art. The students are asked to look at the images and identify key words related to food (e.g. food, food-related trades, cooking tools, etc.).

At the end of the exercise, a long list of terms will result that will need to be reordered in order to be used again later.

The students will learn the basics of classification, that is, how to divide the terms identified into groupings (for example, the bell pepper is a vegetable which in turn is a food; the baker is a trade; the pepper is a spice which in turn is a condiment; the butcher's store is a food store which in turn can be a scene of the environment, etc.). The teacher will decide, based on the age of the individual students, the number of levels of in-depth study.

For each word identified in the lexicon, a vocabulary entry will be created with a brief description.

The students will then be asked to identify digital resources on the subject of the workshop on the Europeana platform (www.europeana.eu), after having explained how they work.

The students will select resources on Europeana based on the terms in their glossary, and if they find images with additional terms not yet included in it, they will discuss in groups whether to integrate them and at what level.

The Europeana platform allows them to create personal galleries where they can upload the resources of interest they have identified. Under the supervision of the teacher, the class will then create one or more thematic galleries which can consist of a minimum of 10 digital resources to several dozen.

The students, divided into groups, will be able to create final works on the themes of the individual galleries: for example, food in the Renaissance; sweets in art; sacred banquets and profane banquets; the funeral banquet in antiquity, the art of bread-making, etc. These works can be created, in groups, by the teacher or by the students themselves. These works can be made, according to the teacher's instructions, in the form of PowerPoint presentations, audio/video interviews, textual works, posters, live performances of one or more scenes, etc.

Description of the Workshop

Phase 1. The choice of the subject

Autonomously or in consultation with the other teachers, the workshop coordinator chooses the subject of the workshop. The subject could also be chosen together with the students, according to their preferences.

Phase 2. First selection of images

Now we proceed with the selection of the images to be projected in the class on the chosen subject. The images may be chosen by the teacher in charge of the laboratory or involve the students who may identify the images in the class or as a homework assignment. The images can be searched on internet, on websites and portals of archives, libraries, digital museums, scientific articles, thematic blogs, etc.

Phase 3. Projection of Images

The images are projected in the class and the students must observe the images and identify the keywords related to the subject choosen. The list of the keywords will be inserted into a list.

Phase 4. Classification of the terms

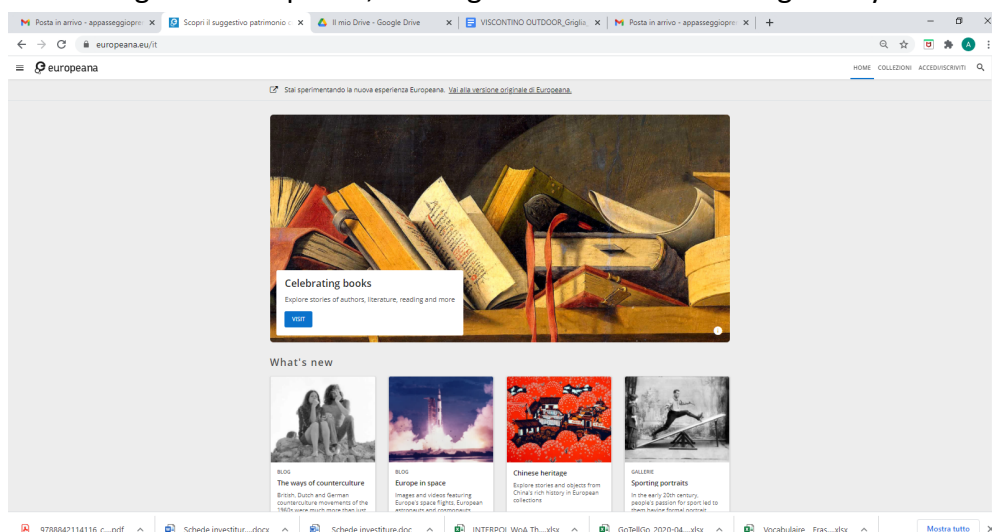
The basics of a classification on several levels, from the general level to the gradually more detailed levels (for example I level clothing, II level footwear, headdress etc., III level slippers, shoes, boots etc.) and the concept of glossary will be explained to the students.

The identified keywords are then analyzed and a first classification attempt is made. The primary class will be limited to the first two levels. The first degree secondary class can reach three levels, the second degree secondary class can also reach more levels.

Phase 5. Images' identification on Europeana

The students must identify a series of images on the subject of the workshop in the Europeana platform (www.europeana.eu) The teacher will explain how the platform works.

The students will search the images on Europeana, starting from the terms of the glossary created.



www.europeana.eu

They can carry out a simple research clicking on the lens which identifies the research function or navigate in the thematic collections, in the photographic galleries, in the virtual exhibitions and in the blog.

Phase 6. Creation of a Europeana collection.

The images of interest will be uploaded into a personal Collection within the portal.

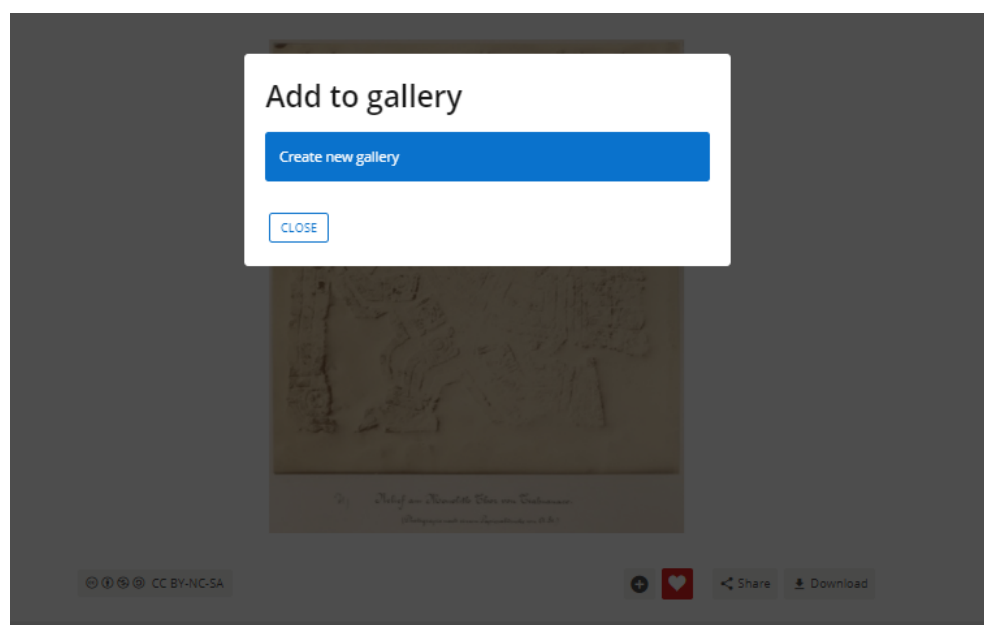
How to create an Europeana collection? First of all a decision will be made according to the students' age, if the gallery will be created by the students or by the teacher.

To create a gallery on Europeana, it is necessary to register and create an account on Europeana.

To create an account it is necessary to supply an e-mail, an user name and a password. Europeana will sent a mail to which a reply for confirmation must be given.

To create a gallery, it is sufficient to identify an image of interest and click on the sign +.

A window will open with the option Add to Gallery or Create a new Gallery.



If a new gallery is created, the name of the gallery and a short description should be added. Then it can be decided whether to keep the gallery private or render it public.

To visualize the gallery created, simply go to My Profile and visualize the galleries created in which it will always be possible to add new images.

Phase 7. Enrichment of terminology

The galleries created can be analyzed by individual students or by groups of students who will be able to identify new terms to enrich the vocabulary. The teacher will indicate a minimum number of resources to upload to the galleries, based on the age of the students and the complexity of the subject identified.

Phase 8. Final output

The students, divided into groups, can create final papers on the subject of the single galleries. These papers can be created according to the teacher's guidelines in the form of a Power Point presentation, audio / video interviews, textual papers, posters, live replay of one or more scenes identified, creation of a glossary with the addition of descriptions to the terms identified etc.