

# Europeana Learning Scenario

**Title:** The future meets our past

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**Summary:** In this learning scenario, we try to get a connection between the advantages of technology and its implementations in different aspects, like cultural heritage (i.e. monuments). The students (3rd Grade of Senior High School) will search, mention and discuss the technology's role, the advantages and disadvantages of its usage, focusing on the benefits. For this purpose, we will make internet navigation on the Europeana's platform in order to see how we can use technology to learn about our past.

## Table of summary

Subject	Modern Greek Language, ICT
Topic	Monuments and technology
Age of students	17-18
Preparation time	5 hours
Teaching time	135'
Online teaching material	<p>List here all the links of online tools, applications and support documents that you will use during the lesson, such as: Padlet, Kahoot, Historiana, etc.</p> <p>Students' book:</p> <p><a href="#">To Internet για μια επίσκεψη στα μουσεία</a> (The Internet for a visit to the museums)</p> <p><a href="#">Οι ορίζοντές μας διευρύνονται</a> (Our horizons are widening):</p> <p>Texts from Stephen Hawking, G. Galileo etc, <a href="#">Απόψεις για την επιστήμη</a> (Opinions about the science)</p> <p>mind map: <a href="https://goo.gl/RhdFPK">https://goo.gl/RhdFPK</a></p> <p>AnswerGarden as assessment tool: <a href="https://answergarden.ch/850075">https://answergarden.ch/850075</a></p>
Offline teaching material	<p><a href="#">worksheet for video</a></p> <p><a href="#">worksheet for Europeana's sources</a></p>



### Europeana resources used

[-3d models- Ogham Stones](#)

[-books-Minoan inscriptions on Libation Vessels](#)

[-music- Old demos](#)

[-Catalogue of the Greek and Etruscan Vases in the British Museum: Prehistoric Aegean pottery - 1925](#)

-Αναζητώντας τη Βερενίκη, επ. 12, [Ο αιώνας της τεχνολογίας](#) (Searching for Berenice, ep. 12, The Century of Technology) (27:41): <https://archive.ert.gr/26854/>

-[Η καταστροφή του Παρθενώνος από τον Μοροζίνι](#) ("The destruction of the Parthenon by Morozini) (EPT, 30:25)

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### Integration into the curriculum

Detail in a few sentences how the topic of the learning scenario will fit into your national curriculum.

The topic "Technology and its usage" belongs to the topics that students are involved in the 3rd grade of Senior High School in the Modern Greek language course. It is part of the curriculum and the course book and the students are in contact with scientific use of language and they read articles about the usage of technology, its benefits and disadvantages.

### Aim of the lesson

Describe in 1-2 sentences what you would like to achieve with your students by the end of the lesson.

To understand more clearly the benefits and disadvantages of technology, its role in many aspects of our everyday life and to discuss ways to be with to develop critical thinking in front of regarding the new opportunities that technology gives to us every day.

### Trends

List the relevant trends that the lesson incorporates: <http://www.allourideas.org/trendiez/results>

Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects. Working in groups, the students think about the benefits of the technology in our everyday life, they discuss them with their group partners and then they decide what kind of examples they will give to their classmates.

### 21<sup>st</sup> century skills

Add here how the learning scenario corresponds to 21<sup>st</sup> century skills. To find out more: <http://www.p21.org/our-work/p21-framework> .

**Content Knowledge and 21st Century Themes:** Greek, English, reading or language arts, World languages, Science, Geography, History

Through the school book and various digital sources, the students practice initially in Modern Greek language (reading comprehension, writing etc), but also in English language through the digital sources of Europeana (Ogham Stones, Minoan inscriptions on Libation Vessels, Catalogue of the Greek and Etruscan Vases in the British Museum etc). Through the video "Αναζητώντας τη Βερενίκη, επ. 12, Ο αιώνας της τεχνολογίας" (Searching for Berenice, ep. 12, The Century of Technology), the students "travel" not only in Educational Institutions in Greece, but also in other countries (Germany, UK) and in various sections of science (astronomy, robotics, lasers, computer etc). Also, History is in all the parts of the sources, in the video and in the school book's texts.

**Learning and Innovation Skills:** Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration.

By group work, the students are asked to think different technology implementations, so it gives them the motivation to create, innovate and think critically in combination with getting information from scientific texts of school book. Also, students are asked to answer in specific subjects of the worksheet's questions, work together in their group with different roles in a group (presenter, secretary of the team etc) and decide for the ideas they will present to the whole class. All the above enhance their ability in problem solving, in communication with their classmates and in collaboration among the members of their group.

**Information, Media and Technology Skills:**Information Literacy, Media Literacy, ICT Literacy

Information literacy is succeeded through the search and use of digital sources (Europeana: book, videos, sound etc) as a basis of getting information about the teamwork tasks and through digital sources as an alternative for writing produce (bubl.us, AnswerGarden).

## Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.

Name of activity	Procedure	Time
1st teaching hour		45'
Watching video	(30') Students watch the video " <a href="#">Αναζητώντας τη Βερενίκη</a> , επ. 12, Ο αιώνας της τεχνολογίας" (Searching for Berenice, ep. 12, The Century of Technology) in the classroom projector. After that, they answer the <a href="#">worksheet</a> that was given to them.	
Discussion	(10') The students discuss together with the teacher their answers on the worksheet	
Group roles	<p>(5') group-roles The teacher presents to the students the next activity: they are divided in groups (4-5 students) and are given instructions about how they will work in the next teaching hour. These are the topics of the work teams;</p> <ol style="list-style-type: none"> <li>1) laser</li> <li>2) renewable sources of energy</li> <li>3) astronomy</li> <li>4) computer</li> <li>5) telecommunication</li> <li>6) robotic</li> </ol> <p><b>Instructions;</b> They will work in groups (4-5 students). Some passages of the school book are given also to them in order to take some information about their topic:</p> <p>-<a href="#">Οι ορίζοντές μας διευρύνονται</a> (Our horizons are widening)</p> <p>-<i>Texts from Stephen Hawking, G. Galileo etc, <a href="#">Απόψεις για την επιστήμη</a> (Opinions about the science)</i></p> <p>In each group one student keeps notes (secretary of the team), another one is the presenter of their final work and the other members read to the group the texts given to them. They discuss, get informations from the texts and keep notes about the usage of technology in these specific aspects of science. After that, two students of each group (the presenter and the secretary) present their results to the whole class and write their notes on the board.</p>	

<p>2nd teaching hour</p> <p>Working groups in</p> <p>Groups' presentations</p> <p>Homework</p>	<p>(15') Students start working on their subject in groups</p> <p>(30') One student of each group presents their results to the whole class and another one writes these ideas on the board (5' per group).</p> <p>As homework, the secretary of the team of each group will add his/her group's notes in <a href="#">a mind map</a></p>	<p>45'</p>
<p>3rd teaching hour</p> <p>Reading a text</p> <p>Discussion</p> <p>Navigation in Europeana's platform</p>	<p>(5') Students together with the teacher read the following text from students' book: "<a href="#">To Internet για μια επίσκεψη στα μουσεία</a>" (The internet for a visit to the museums).</p> <p>(5') Students discuss the advantages of technology in everyday life and especially on cultural heritage. Additionally, the mind map completed previously by the groups is presented to the class and students add more information on it, if it is necessary after text's reading.</p> <p>(25') The teacher and the students- using the video projector- search Europeana's platform in order to see examples of monuments from different museums in the world. A <a href="#">worksheet</a> is given to them in order to complete while searching the sources. The task is to see how technology helps in the preservation and dissemination of cultural heritage.</p> <p><a href="#">-Olgan Stones</a> (3d models)  <a href="#">-Minoan inscriptions on Libation Vessels</a> (books)  <a href="#">-Catalogue of the Greek and Etruscan Vases in the British Museum: Prehistoric Aegean pottery - 1925</a> (Text)</p> <p>(10') The students discuss together with the teacher the answers they have completed in the worksheet about these Europeana sources.</p>	<p>45'</p>

<p>Discussion and completion of a worksheet</p> <p>Writing benefits and disadvantages</p>	<p>(10') On the board, a student or the teacher writes the benefits and the disadvantages of technology usage. Also, the teacher asks them to write on the board a word related to technology, in their opinion. In the end, as homework is given to them to re-complete the previous mind map and the link of "AnswerGarden" tool (<a href="https://answergarden.ch/850075">https://answergarden.ch/850075</a>) to write their word. The completed mind map and the "answergarden" post (after checked by the teacher) will be given to them in the next lesson.</p>
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### Assessment

*Describe here the assessment method of the lesson, if any. For example, if you plan on assessing your students with a quiz, include here questions and answer options with color-coding the correct answers.*

*Students are asked to add a word that represents what technology means to them. They will answer using an online tool (answergarden): <https://answergarden.ch/850075>*

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

### Student feedback

*Add here the method with which your students will be able to give you feedback and discuss the lesson.*

*In the end of the lesson, in a next teaching hour, I gave to my students a [worksheet](#) for self assessment. They completed and we discussed what was new for them about the usage of technology. They noticed that Europeana platform is a good example of the usage of technology in preservation and dissemination of the cultural heritage, because everyone who searches about History, Geography etc can get information from an official platform. This information could not be easy to be collected in another case, because of the distance of the sources.*

### Teacher's remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.*

*The video I showed to my students the first teaching hour was interesting and related with the technology implementations in our life and helped students to understand these implementations. It is worth to refer that students commented that the video was not so current even though they agreed that they heard informations about technology implementations that they didn't know before. Furthermore, I noticed that the groups didn't work so efficiently as I expected, because this class has not practiced enough in team work in previous years. That means, that I spend too much time to explain them their roles in the group and how to work and decide altogether as a*

*group. But finally, when the groups presented their ideas, the result was really remarkable, because in the end, the collaborative spirit worked. My students got surprised when I shared with them the mind map they have created; they hadn't realized how many ideas they have wrote since they saw them as a whole. About Europeana platform, they found it very interesting and useful, since they connected the relation between technology and its implementations in cultural heritage, but they expected to find more details in the description of the sources.*

### 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 34 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.