

Europeana Learning Scenario

Title

Art Dealers' Foundation (LS-ES)

Author(s)

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Abstract

The main purpose of this learning scenario is to promote our common Cultural Heritage by setting up a business. Working in teams of three, the students are supposed to be the owners of a wide range of works of arts. Once the brochure is created by downloading different images coming from the Europeana platform and using Padlet or Canva as an ICT tool, they have to start-up a non-profit foundation whose main aim is to spread its art's collection all around the world.

Keywords

Entrepreneurship, Democracy and Participation, European Cultural Heritage, Non-profit organisation.

Table of summary

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|----------------------------------|---|
| Subject | Entrepreneurial Education, Economics, Business Administration, Social Science, Ethics. |
| Topic | Business and viability plan to start up a company. |
| Age of students | 15-16 years old. Compulsory education (4 ^a ESO). |
| Preparation time | 1 hour. |
| Teaching time | 8 lessons (50 minutes per lesson) |
| Online teaching material | YouTube tutorials on how to use Padlet and Canva . |
| Offline teaching material | General guidelines and step by step instructions in a .pdf file given by the teacher. |
| Europeana resources used | Europeana Platform. Europeana Collections: <ul style="list-style-type: none"> - Industrial Heritage - Art - Archaeology |

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Integration into the curriculum

This lesson plan is fully integrated into the official curriculum of Entrepreneurial Education (4^o ESO). Apart from the Didactics Units established on the curriculum, students must develop a cross-curricular activity consisting of developing a business plan and taking an active role in society. This learning scenario is devoted to the first steps of this activity.

Aim of the lesson

1. To start-up a company by taking a participative role in society.
2. To be deeply aware of the difference between lucrative and non-profit organisations.
3. To connect entrepreneurial education and cultural heritage advocacy.

Outcome of the lesson

1. Given that students are the owners of a variety of work of arts, the first outcome will be a **Historical Artistic Heritage Catalogue** produced with Padlet or Canva.
2. **Final presentation** (pdf file, PowerPoint, Prezi...) comparing lucrative companies with non-profit organisations such as foundations.

Trends

Collaborative and peer learning, multimedia learning materials, open-source learning, project-based learning, active involvement in society.

21st-century skills

- **Learning skills:** Critical thinking, creativity, collaboration and communication.
- **Literacy skills:** Media and technology.
- **Life skills:** Leadership, initiative and social.

Activities

| Name of activity | Procedure | Time |
|------------------------------------|--|---------|
| Preparation | - General guidelines prepared by the teacher in a .pdf file. | 50' |
| Introduction to the topic | - Master class delivered by the teacher to explain cross-curricular activity consisting of starting up a new business linked with cultural heritage. - Europeana platform first presentation. Browsing on Europeana to find art treasures and incorporate them into a brochure. Europeana . | 25'+25' |
| Padlet and Canva | - YouTube tutorials about Padlet and Canva: 1.- Padlet . 2.- Canva . - The students get to know the tools by practising with them in order to get accustomed to these ICT tools. | 50' |
| Cultural Heritage Catalogue | 1.- Searching on Europeana and choosing art treasures to make a brochure. Three examples are mentioned in the Europeana Resources in the Summary, although students are able to make their own choice taking from free to use works of art in the Europeana Platform. 2.- Making one catalogue per company to be exhibited as much as possible all around the world (the main purpose of the foundation). | 50'+50' |
| Lucrative companies vs | - The teacher explains the differences between companies whose main aim is to produce corporate profits and those whose main purpose has nothing to do with | 50'+50' |

| Name of activity | Procedure | Time |
|---------------------------------|---|---------|
| non-profit organisations | that. Cultural projects as an example of youth participation in society. - Students making a final presentation highlighting the importance of being part of a start-up company (non-profit sector). | |
| Final presentation | - Two lessons in order to present the final outcomes. 7 to 10'/group. - Extra time to be given in order to comment presentations and to grade them. | 50'+50' |

Assessment

Peer evaluation using a **rubric** given by the teacher. Last two sessions will be dedicated to showcasing the final outcomes. A final grade is required coming from each group/foundation. After comparing these marks, the teacher will be responsible to give the final results.

| FINAL PRESENTATION | % final mark | 10 | 8 | 5 | 3 |
|--|--------------|--|---|---|--|
| Content | 50% | Cultural catalogue and final presentation accurately completed | Cultural catalogue and final presentation properly completed | Cultural catalogue and final presentation completed | Cultural catalogue or final presentation not delivered |
| ICT tools employed for the final presentation | 20% | Prezi or similar | PowerPoint or similar | Pdf file or similar | Word file or similar |
| Team-working | 30% | All group members have actively participated in the presentation | Almost all group members have actively participated in the presentation | Only one member has actively participated in the presentation | There is a clear lack of collaboration among group members |

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

Student feedback

Students brainstorming at the end of the implementation, summarized in this table (per group):

| STUDENTS CONCLUSIONS | G1 | G2 | G3 | G4 | G5 | G6 |
|--|---|------------------------------------|--|---|---|------------------------------------|
| Content: Profit-seeking enterprise vs non-profit organisation | We are able to explain the main differences | We understand the main differences | We haven't understood the main differences | We are able to explain the main differences | We are able to explain the main differences | We understand the main differences |
| ICT tools: Padlet, Prezi, Canva, PowerPoint... | Easy to work with | Easy to work with after watching | Easy to work with, except Canva | Easy to work with | Easy to work with | Easy to work with after watching |

| | | | | |
|---------------------------|--|--|--|-----------|
| | tutorials | | | tutorials |
| Europeana platform | Difficult to find free to reuse images (without copyright restrictions) to make our catalogue. | | | |

Teacher's remarks

Apart from integrating Europeana and European Cultural Heritage in our classroom, I really wanted to experience a **new methodology**: students being autonomous and taking a key role in their learning process. In fact, I only introduced the topic in the first lesson. From that point, they had all materials required uploaded on our Learning Management System (Moodle), including a step-by-step guide. My role was acting as a facilitator, helping them only in specific situations.

Surprisingly, after LS implementation, three of the six groups told me that they preferred the traditional way: working with our class book, the teacher explaining the content and then students doing the activities given by him and coming from the book.

To some extent, and it is only my point of view, they feel comfortable being driven by someone, which implies less work for them. Take into account that this group of students is one of the low skilled at our school.

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.

Annex

ART DEALERS' FOUNDATION STEP BY STEP GUIDE

A handout to give your students to guide them through the Learning Scenario Activity

1.- Enter **Europeana Collections** in the following links:

- [Industrial Heritage](#)
- [Art](#)
- [Archaeology](#)

2.- **Download a minimum of six and a maximum of ten works of art** from these collections. They have to be chosen **from the same collection** so the catalog to be made with them has a certain homogeneity. Do keep in mind that those that are selected are **free to use**. This will avoid any future problems when it comes to your subsequent handling or modification of the images.

***Note:** Each company will be able to set up its catalog freely, for example the team could look for the Europeana works of art without sticking exactly to the links indicated in point 1 by the teacher. It will be a positive assessment in the final result as long as the choice is homogeneous.*

3.- **Watch the following youtube tutorials** (in Spanish) on Padlet and Canvas (using the later as a tool to make the catalog will result in a more positive evaluation):

- [Padlet](#)
- [Canva](#)

4.- **Make a catalog** with the chosen works of art. Develop a padlet with the selected works or use the canva presentation tool.

5.- **Make a table** with the most important differences between profit and non profit companies. All this based on the information given by the teacher.

6.- **Prepare a final presentation** (prezi, powerpoint, .pdf or .docx) highlighting the importance of participating in a non-profit foundation for the promotion of artistic heritage. **Minimum five and maximum of ten slides**. Highlight the catalogue made as well as the table with the differences in the legal form of companies.

7.- **Prepare a final exhibition of each foundation**. It is recommended for each company to prepare the final presentation. This task is will be carried out outside of school hours depending on the availability of each group to meet.