Europeana Learning Scenario

Title
Time Travel Agency

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Summary

Students love talking about where they come from. As we are a bilingual school some of my students come from international families. They also love talking to people who visit them so travel lessons are some of my favorite activities. Europeana is the best world to sink in for treasure hunt.

Students are going to work in small groups. They are the staff of a travel agency in the future and can decide the year, place and profile of their agency.
Travel companies in that Era organize cruises to the past. During the time travel the tourists can't influence history in any way, they are interested in past memories, culture, buildings, food and people. They have to browse the Europeana web page for dates, sights, objects worth visiting, present them and even create stories related to the object, location, person. Each group can work on their ideas, Culinary Tours, Disaster Tourism (following the footsteps of the two world war).
Their task is to design a week long journey which involves a time-cruise all around Europe.
They have to design an itinerary, present in in emaze (https://www.emaze.com/) , gallery view, then create a brochure.

Table of summary

Subject	*English*
Topic	**Travelling**
Age of students	*15 - 18*
Preparation time	10 min
Teaching time	*90 – 180 min (Depending on how many of the task would be included: for a double lesson or a whole week project)*
Online teaching material	**Emaze or Prezi** for presentation, **Adobe spark** for brochure creation, **Kahoot** for ending the presentation, **Travelmap** for creating online itinerary, **Padlet** for groups to share and brainstorm photos and ideas, **TeamUp- Aaalto** for forming random groups; **Mentimeter** for feedback (**Tricider** could be use by teams to vote and comment on each other's project)
Offline teachi	printer, computer, internet access

ng material	
Europeana resources used	*Sightseeing-trips:* *https://www.europeana.eu/portal/en/search?f%5BREUSABILITY%5D%5B%5D=open&q=London&view=grid&f%5BREUSABILITY%5D%5B%5D=restricted or any other location;* *Gourmet Trip using Exhibition material* *https://artsandculture.google.com/exhibit/cake-cake/QRtG6eMd and* *https://www.europeana.eu/portal/en/search?page=3&q=Food+celebration&view=grid*

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Integration into the curriculum

This lesson can be used for a wide range of social studies and history topics as well. It is one of the speaking topics of all the language exams. Fits in any of English lessons.

Aim of the lesson

- To learn basic vocabulary associated with planning a trip
- To be able to describe what they would like to do on holiday, modify or alter the task
- To learn a little more about where famous cities are in the world

- encouraging students to use their creativity, browse on Europeana for suitable material
- learn about what makes a good travel brochure by thinking critically about brochures they have studied.
- create a brochure that demonstrates strong research skills and an understanding of the culture being explored.
- focusing on a particular grammar point based on their language proficiency (description, adjectives)

Trends

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

Project-Based Learning:

Flipped Classroom: students get research tasks, planning at home, students master basic concepts of topic at home. Time spent in classroom is used to reflect, discuss, develop topic.

Collaborative Learning: group work, collecting and agreeing on design, content and main theme

21st century skills

Creativity

Collaboration

Communication

Information literacy

Media literacy

Technology literacy

Flexibility

Initiative

Productivity

Activities

Name of activity	Procedure	Time
Introduction/ Guided Practice	Present the **Europeana Homepage**. Let them search the navigation bar, menu and tabs. Form groups of three then give them key words to search for. They can have 3 minutes to go through the results then present their results (what kind of objects they have found). Explain that you are going to use the material from Europeana to start a travel agency and take travelers to the past. List the tasks of the lesson or the project.	20 min
Preparation of the tasks	Collects a variety of **travel brochures** and give each group a handful of brochures to explore. Explain to students that they are going to be designing a travel brochure, so they have to examine closely for the	25 min

following features: layout, highlights, illustrations, style, photos, information. Then ask each group to talk about one of the features: ask specifically how the brochure writers use language to entice travellers; what kinds of words were used (adjectives).

Brainstorming	They have a group work dividing the task between them – choose the topic, the theme and create a common **Padlet** for sharing the ideas. Browse Europeana for ideas (look the **exhibition and collection** part as well)	20 min
Planning	Use **Travelmap** to plan the itinerary of the journey.	10 min
TASK A: DESIGN AN ITINERARY	The cruise takes a week – otherwise the ship runs out of fuel and hundreds of tourists are stranded in a space-time warp. The time ships can hop around time and space almost instantaneously, so long as they have enough fuel. However, it is best to limit the number of locations to visit to one per day, so that the tourists aren't overloaded with site-seeing! Do not forget the travel time is one day there and back so you have **6 days to visit a maximum of 6 locations**. Each can be a city, or a particular building or monument. For research, students use the **Europeana browse bar**. To identify possible sites and cities to visit first they have to give a date and then choose a location or monument. This search should then give them an idea to identify particular cities or sites that are worth visiting. They design an **online itinerary.**	15 min
TASK B: PREPARE AND DELIVER A PRESENTATION	The groups choose **the artifacts from Europeana** which they would like to use for their presentation and/or brochure later. They divide the material (days) and comment on the chosen photos, pictures, music: where does it come from, which year, details why they think it is worth visiting that specific place. Then when the material is ready they prepare a presentation at home **(Prezi or Emaze),** to show their choices and also justify the inclusion of their particular selections. The presentations should show that the locations they have chosen are interesting in their own right, and are also important in helping tourists understand that particular piece of history. They have to present the **Classification, Provenance and Extended information** data from Europeana and be aware of the usage rights.	45 min
TASK C: CREATE A TRAVEL BROCHURE	**Students create a 6-panelled travel brochures.** For each site there will be a photo, and a brief description of the site: when does it date from? who built it (which civilization and/or state/empire, and individual if known)? what was its purpose|? why is it worth visiting (is it spectacular? Interesting facts? They also give Europeana link as a source. They have to check the They include artifacts that will appeal to the eyes of Past Travelers. Use Adobe Spark to create the brochure.	45 min

Assessment

Tricider can be used for sharing their brochure and commenting on it. Use assessment rubrics for peer assessment as well. Teacher asses their work based on Project Assessment rubrics.

Student feedback

Use **Mentimeter** for feedback from peers at the end of Group Presentation and also **Kahoot** to check their understanding.

Teacher's remarks

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 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.