

# Europeana Learning Scenario

## Title

Life on the trenches – A VR Experience

## Author(s)

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## Summary

### Table of summary

<b>Subject</b>	History, Geography and ICT
<b>Topic</b>	The main topic is World War I.: The life on the trenches. A pedagogical activity using digital cultural heritage of WWI creating a Virtual Reality (VR) experience.
<b>Age of students</b>	12-16
<b>Preparation time</b>	5 hours
<b>Teaching time</b>	3 hours
<b>Online teaching material</b>	<p><b>What was life like in a World War I. trench?</b> <a href="https://www.bbc.com/bitesize/articles/z8sssbk">https://www.bbc.com/bitesize/articles/z8sssbk</a> Resource with video and interact image explain how life on the trenches was</p> <p><b>Life at the Front Trench Conditions</b> <a href="https://www.warmuseum.ca/firstworldwar/history/life-at-the-front/trench-conditions/">https://www.warmuseum.ca/firstworldwar/history/life-at-the-front/trench-conditions/</a> More information about the life on trenches grouped in topics</p> <p><b>Trench Warfare in WW1</b> <a href="https://www.britishpathe.com/workspaces/df699ffd537d4e0c74710ad015dfd64d/HIRBPV9L">https://www.britishpathe.com/workspaces/df699ffd537d4e0c74710ad015dfd64d/HIRBPV9L</a></p> <p><b>Audio Sound of WW1</b> - <a href="https://www.youtube.com/watch?v=0-iv0nrezl8">https://www.youtube.com/watch?v=0-iv0nrezl8</a></p> <p><b>CoSpacesEdu</b> <a href="https://cospaces.io/edu/">https://cospaces.io/edu/</a> Online platform to create AR/VR experiences. Teachers can use the free version to create the VR experiences for this Learning Scenario</p> <p><b>CoSpacesEdu: How to create your own VR/AR</b> <a href="https://www.youtube.com/playlist?list=PLwVby6khJkrpf1ssQ31qIb0DxcOIAKTgY">https://www.youtube.com/playlist?list=PLwVby6khJkrpf1ssQ31qIb0DxcOIAKTgY</a></p> <p><b>Padlet</b> <a href="https://padlet.com/">https://padlet.com/</a> Online platform where students can share ideas about the work they will create.</p> <p><b>Tricider</b> <a href="https://www.tricider.com/">https://www.tricider.com/</a> Could be use by teams to vote and comment on ideas proposed to do this activity</p> <p><b>Google Forms</b> <a href="https://www.google.com/forms/about/">https://www.google.com/forms/about/</a> This will be used to students evaluate the work of their peers.</p>
<b>Offline teaching material</b>	none
<b>Europeana resources used</b>	<p><b>Europeana</b> <a href="https://www.europeana.eu/portal/en">https://www.europeana.eu/portal/en</a> It will be used to collect data about the main topic of this LS.</p> <p><b>Europeana Exhibition – Trench Life</b> <a href="https://www.europeana.eu/portal/en/exhibitions/visions-of-war/trench-life">https://www.europeana.eu/portal/en/exhibitions/visions-of-war/trench-life</a></p> <p><b>Image 1</b> <a href="https://www.europeana.eu/portal/en/record/9200579/dup6t9g4.html?q=trenchs">https://www.europeana.eu/portal/en/record/9200579/dup6t9g4.html?q=trenchs</a></p> <p><b>Image 2</b> <a href="https://www.europeana.eu/portal/en/record/2020601/contributions_10265.html#&amp;gid=1&amp;pid=3">https://www.europeana.eu/portal/en/record/2020601/contributions_10265.html#&amp;gid=1&amp;pid=3</a></p>



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## Integration into the curriculum

This lesson can be integrated in the specific topics where **WWI discussed in History classes**. In Portugal all the students have an approach these topics in the 9th grade and more in depth and specifically in the 11th grade. The lesson can also be discussed when teaching **technical terms for ICT classes**. In Portugal students have an ICT subject and one of the topics is “Create”. Concerning **Geography**, it can be useful to place some of the places, which will be explored during the VR experiences on a map. This can also contribute to a Geography topic where students must analyze maps or it can give students an idea about Europe’s historic and current frontiers.

Regarding each subject contribution and curriculum:

**History activities:** students will search, collect, validate and reflect about the material (images and sounds) regarding the main topic of this learning scenario.

**ICT activities:** students will create Virtual Reality Experiences using the material collected during the History activities.

**Geography activities:** students will participate by contextualizing on a map the places and events analyzed/discussed by students. This way students will not only understand the why (of this historic advent) but also where the actions have taken place.

## Aim of the lesson

Specific aims according History teaching:

- Identify the conditions of life in the trenches during WW1
- Understand how life on the trenches affected the psychological condition of soldiers
- Allow students to have a clear idea of the devastation that WWI has brought to humankind
- Identify some of countries involved in this historic event

Generics aims:

- Use Europeana collections to search for information related to this topic
- Understand the importance of working collaboratively
- Develop English language skills
- Understand and apply the basic principles of copyrights
- Develop their ICT skills regarding the development of digital products
- Realize how important cultural heritage in order to create a better future

## Trends

**PBL: Project Based Learning.** Students learn by developing a project in groups, based on a driving question;

**Mobile learning:** Get access to information and knowledge through smartphones and tablets (learn anytime, anywhere);

**Collaborative learning:** a strong focus on group work;

**VR in Education:** learning by creating virtual reality experiences;

**Peer Learning:** students learn from peers and give each other feedback;

**BYOD:** Students bring their own mobile devices to the classroom.

**Flipped Classroom:** Flipping the classroom is a “pedagogy-first” approach to teaching. In this approach in-class time is “re-purposed” for inquiry, application, and assessment in order to better meet the needs of individual learners.

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

This Learning Scenario aims to facilitate educational contexts where students will develop a set of crucial competences that today are defined as a key factor for the professional and personal life of our students.

**Collaboration:** by working in teams, students will need to interact, plan, make decisions as a group to develop the tasks of this learning scenario.

**Creativity:** since students will have some “freedom” in creating the VR experience they will be driving to apply their creative skills.

**Communication:** students will have to present the work developed to their peers. This will allow them to develop communication skills.

**Curiosity:** another important skill that our students must develop is curiosity. The learning scenario must be presented in a way that students are eager to investigate the topics of the LS, involving them on the activities and guide them through the all process keep them always eager for them to learn more.

## Activities

Name of activity	Procedure	Time
<b>1) Presentation and general discussion</b>	The teacher presents to students the main idea of the activity. The teacher presents the Europeana portal (explains how to search for information) and an example of a VR experience.	10 min <b>Total Time:</b> 10min
<b>2) Teams creation and roles</b>	Create teams with roles according to students’ profiles. Assign a team manager responsible for the communication of the team	20 min

Name of activity	Procedure	Time
	with the teacher. Each team should add a main idea about the activity on the Tricider Class. Each team can decide specific roles such as: an investigator, a VR creator and so on...	<b>Total Time:</b> 30min
<b>3) Teams draft developing (collaborative work)</b>	Each team as to develop a draft plan that will be their guide during the lesson. On a Padlet wall students will write a short sentence about the work they will do (if they prefer, they can record a short video also and publish it on the Padlet).	20 min  <b>Total Time:</b> 50min
<b>4) Research and investigation (collaborative work)</b>	Students will have to do research about the topic, investigate sources provided by the teacher and use others that they considered reliable.	30 min  <b>Total Time:</b> 80min
<b>5) Data collection (critical thinking)</b>	According to their investigation and the draft designed previously, students will select all the information needed to create the VR experience. They must pay attention to copyright issues regarding the data they collect.	30 min  <b>Total Time:</b> 110min
<b>6) VR development (ICT skills and creativity)</b>	Using all the information collected students will use a VR/AR platform to create the VR experience. Adding a map with the more important action points of this activity. Students can be challenged by the teacher to record their own "talks" that could be used on the VR experience do describe and highlight some of the most important components of the images (by doing this we are implicitly telling students to carefully analyze details on the images).	40 min  <b>Total Time:</b> 150min
<b>7) VR Presentation (communication)</b>	Each team will present the result of their work to all the class. During the presentation the peers will evaluate the other teams' work using an online form. Results will be published after all the presentations and evaluations have been made.	30 min  <b>Total Time:</b> 180min

\* For activities 4 and 5 some of the work – if considering that 60 minutes is not enough to complete them –they can be developed using a flipped classroom approach.

### Assessment

Kahoot can be used to evaluate students' inputs to the work. There will be topics that are mandatory to explore during the activity that could be included in the assessment task.

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

### Student feedback

On Moodle, the teacher will create a Diary Question asking students to provide feedback about the work developed and what were their contributions for this activity. Important also to ask students how this activity was important concerning their learning and knowledge acquirement. Another possibility could be asking students to make a feedback video using a platform like FlipGrid (<https://flipgrid.com/>).

### Teacher's remarks

Based on students' feedback the teacher should reflect on a strategy to improve future activities. Also, it is recommended that teachers could reflect by their own using strategies such as: writing a blog post. Another possibility is to write a post for the school Facebook page or institutional website. It is also important to give parents feedback about the students work. This could be done by online sharing with parents the VR experiences created.

### 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.