

# Europeana Learning Scenario

## Title

Development and the Types of Press

## Author(s)

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## Abstract

When the first printing press was created? How did it evolve? How books were multiplied in the Middle Ages? What types of prints exist today? Will digital media replace print media (magazines, newspapers, comics, flyers, posters)? These are the questions that this learning scenario deals with. During the lesson, students will be able to distinguish the different types of press and prints.

## Keywords

Media, literacy, culture, press, prints

## Table of summary

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<b>Subject</b>	Croatian language (National language)
<b>Topic</b>	The press
<b>Age of students</b>	12
<b>Preparation time</b>	The teacher must explore the online platform <a href="http://www.europeana.eu">www.europeana.eu</a> before the activity and make sure students will have access to computers/tablets and connection during the activity. The teacher needs to find and prepare multiple copies of 5 types standard prints (magazines, newspapers, comics, flyers, posters).
<b>Teaching time</b>	One lesson, 2x45 minutes. This is adjustable to the context and the group dynamic (optional 3x45 minutes).
<b>Online teaching material</b>	QR codes- <a href="https://www.the-qrcode-generator.com/">https://www.the-qrcode-generator.com/</a> Encyclopaedia Britannica - <a href="https://www.britannica.com/biography/Johannes-Gutenberg">https://www.britannica.com/biography/Johannes-Gutenberg</a> Europeana - <a href="https://www.europeana.eu/portal/en">https://www.europeana.eu/portal/en</a> Padlet - <a href="https://padlet.com/dashboard">https://padlet.com/dashboard</a> Mentimeter - <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>
<b>Offline teaching material</b>	Paper, glue, printed pictures, printed newspapers, magazines, comics, flyers, posters can be used for an offline variation of this activity.



### Europeana resources used

All sources are 'Free Re-use'

1.Scribe

[Stone writing accessories](#)

[Wood writing accessories](#)

2.Museum of Christianity in Slovenia 2008 medieval scribe

[A medieval scribe](#)

3.Jernhåndpresse (1840 printing press)

[1840 printing press](#)

4.Images to be found by students (students are encouraged to perform a free search, except that the search is limited to option 'Free Re-use'. The found sources refer to magazines, newspapers, posters, flyers and comics).

For example, students can find the following sources:

- [Il Regio Dalmata: 3, 2\(1808\)](#)
- [Bozner Zeitung- 1886-10-15](#)
- [J. F. Campbell Collection; Highlander; Page 24 May 1873](#)
- [The London, Edinburgh and Dublin philosophical magazine and journal of science.](#)
- [La Mode : revue du monde elegant](#)
- [Vol. IV. No. 6 June 1882 - University College of Wales magazine](#)
- [Eight comic scenes from the life of the poor Irish giant](#)
- [St Nicholas-comic strip](#)
- [Deadly hands of kung fu-comic book](#)
- [Poster Deventer](#)
- [La Sequanaise poster](#)
- [Poster London](#)
- [Flyer - Kakaós pizsama-buli](#)
- [Flyer Møde i Salen](#)
- [Flyer-Flugblätter und Ehrenkunde](#)

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### Integration into the curriculum

The topic is addressed in the 5th grade of elementary school in the national curriculum for the Croatian language (students age: 11-12). Within that same curriculum, students are learning about media culture. Through media culture, students should become familiar with the development of the press. The topic can also be addressed through lessons in history and foreign language (i.e. history of the press) and art (i.e. covers of different types of prints).

### Aim of the lesson

Students will differentiate types of print and will be creatively inspired by different experiences and experiences through found sources from Europeana. Working in groups, students should learn how to communicate and collaborate with each other.

### Outcome of the lesson

Each group, out of 5 in total, will present the results of their research and work concisely to the other groups of students on Padlet.

### Trends

**Collaborative Learning:** a strong focus on group work.

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

**Visual Search & Learning:** images and multimedia are more powerful than verbal stimuli.

**Learning materials:** shift from textbooks to web resources and open source books.

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

#### Critical thinking, Communication, Collaboration, Creativity

-A student actively listens, gives and receives information, demonstrates skills in negotiating and reaching a compromise (helping others, agreeing, sharing knowledge and achievements in accomplishing a task).

-Students analyze each other's outcomes, reflect critically on learning experiences.

-A student develops relationships of respect among peers.

#### Information, Media and Technology Skills

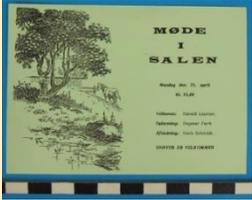
-A student compares and selects the required information from the information found by using Europeana and carrying out a search into the repository.

-Digital devices and ICT tools are used to research, organise, communicate, comment, present online content and evaluate information.

### Activities

Name of activity	Procedure	Time
<b>Introduction</b>	<p><i>Motivational activity:</i> The teacher asks the students:</p> <ol style="list-style-type: none"> <li>How are you and your family informed? (print media or electronic)</li> <li>How were book multiplied in the past?</li> </ol>	2'
	<p><i>Learning content announcement:</i> The teacher announces to the students how they will become acquainted with the development and types of press.</p> <ol style="list-style-type: none"> <li>What is printing?</li> <li>Why is the invention of the press important to humanity?</li> <li>Do you think electronic printing will replace standard printing?</li> </ol> <p>The teacher distributes to the students copies of all types of print in physical form and notes that some types exist in electronic form as well. For example, some newspapers and magazines can be found online and read freely. Students are introduced to the prints and comment on what they use, whether in physical form or online.</p>	8'

Name of activity	Procedure	Time
<b>Main part</b>	<p>Using Europeana, the teacher shows accessories that were once used for writing to students:</p> <ul style="list-style-type: none"> <li>• <a href="#">Stone writing accessories</a></li> <li>• <a href="#">Wood writing accessories</a></li> <li>• <a href="#">A medieval scribe</a></li> <li>• <a href="#">1840 printing press</a></li> </ul> <p>The teacher explains how the monks copied books in monasteries in the Middle Ages. Each scribe had a chair and accessories, a book case that he copied, and another tilted desk on which he wrote. Rewriting was a difficult job, which is why books were rare.</p> <p>The teacher asks the students if they know who invented the first printing press.</p> <p>It was invented by German Johannes Gutenberg in the mid-15th century. In 1455 he printed the first book – the Bible.</p> <p>The following link will give students a closer look at the history of the printing press, including a discussion of Johannes Gutenberg's work:</p> <ul style="list-style-type: none"> <li>• <a href="#">A history of the printing press</a></li> </ul> <p>(watch the video 'History of the printing press', 2'18")</p>	15'
<b>1.Working activity</b> (similarities and differences of the prints)	<p><i>Students have already acquired ICT skills of searching, copying, downloading content, using certain digital tools, creating a new document, presenting.</i></p> <p>The teacher divides the students into pairs.</p> <p>Each pair gets a QR code that leads them to the Padlet (each pair uses their tablet). The Padlet's 'board' briefly describes the terms for: daily newspapers, magazines, comics, flyers, posters.</p> <p>At the same Padlet 'board', students are asked to indicate similarities and differences for:</p> <ol style="list-style-type: none"> <li>Daily newspapers and magazines</li> <li>Posters and flyers</li> </ol> <p>Half of the couples do the task under a) and the other half does the b) task. In order to better accomplish the task, or to compare the given two printed matter, students can use the printed editions on the teacher's desk.</p> <p>The following is the analysis and correction of student responses.</p>	20'
<b>2.Working activity</b> (searching for images/	<p><i>Students have already been introduced to Europeana and its possibilities.</i></p> <p>Students are divided into 5 groups (randomly or by specific criteria). Groups handle individually: newspapers, magazines, flyers, posters, comics.</p>	20'

Name of activity	Procedure	Time
sources into Europeana)	<p>Each group is tasked with searching and finding relevant sources on Europeana (one student = one source). They need to download the image, save it to the tablet. Students are aware that they need to put a filter on the 'Free Re-use' option and that only such content is allowed to be downloaded and processed. They are familiar with copyright. Students are made aware that for each source they should indicate:</p> <ul style="list-style-type: none"> <li>• <i>Image title</i></li> <li>• <i>Image location</i></li> <li>• <i>Source</i></li> </ul> <p>The teacher supervises students to direct them to the best possible source selection. He notes that it depends on them what they choose and that there is no 'right' choice. But the selection should be as representative as possible for each group. The teacher notes that this research is about finding the oldest and most interesting examples, (to get students acquainted with old copies of printing that are no longer available to us today except in certain institutions that preserve them).</p>	
<b>Sharing and discussion</b>	<p>Students use the new Padlet page, on a link provided by their teacher via QR code. On Padlet, they share information they have researched and found, each group under its own name. The teacher recalls the rules during the presentation. Each group presents their work to other students. They explain whether they were able to find the sources, whether they found it difficult to find the sources, and explain what they found by showing in a common Padlet form.</p> <p>Example of one group, with one source <b>Digital tool:</b> Padlet <b>Group name:</b> Flyers <b>Image:</b></p>  <p><b>Image title:</b> Flyer MødeiSalen <b>Image location:</b> <a href="https://www.europeana.eu/portal/hr/record/2058618/object_KUAS_22152017.html?q=flyer#dclid=1581855822732&amp;p=1">https://www.europeana.eu/portal/hr/record/2058618/object_KUAS_22152017.html?q=flyer#dclid=1581855822732&amp;p=1</a></p>	25'

Name of activity	Procedure	Time
	The teacher may specify additional options such as description of the image, where the image is located, etc., depending on the amount of time.	
<b>Conclusion</b>	The teacher can ask the students how they liked this work with Europeana and if they would like to use Europeana again for some other topics.	
<b>Homework</b>	Students should think critically and give feedback to each Padlet group (only to those they didn't participate in).	

### Assessment

Summative assessment – a final student’s project. Extra lesson (45 minutes) needed.

Each student has the task, at his/her choice, to create a digital learning object:

Cover of magazines, dailies, flyers, posters or make a comic, all in one piece of paper. The assignment should be attached to the Padlet (the teacher gives the link to students). The student can use a tool they know to accomplish the task (MS Word, MS Publisher and other toolboxes). The teacher will then give a final grade.

### Student feedback

The teacher can create online form to collect student’s feedback. For example, through Mentimeter, the teacher can ask three questions for students to answer.

1. How did you like the Europeana search?
2. Did you find it difficult to find sources?
3. From 1 to 5, how would you rate today's topic? (1 lowest, 5 highest rating)

### Teacher’s remarks

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### 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

Encyclopaedia Britannica - [A history of the printing press](#)

(Contributor Hellmut E.Lehmann-Haupt; access date February 18, 2020)