



DigiEduHack Solution

Hvar - Integrating cultural heritage in education

Challenge: Hvar - Integrating cultural heritage in education Challenge 2020

Cultural Heritage in Education; a trip worth taking

Cultural heritage workshops organised by students

Workshops are to be organised by students aiming at actively involving them in the learning process. Though undertaking roles and acting as multipliers, they are to encourage their peers to delve into cultural heritage.

Team: Greek Netizens

Team members

Smaro Zartaloudi, Laskarina Polemi, Sophia Kanani, Alexandros Poulos, Vasilios Dimarakis, Sotiria Repanida, Zacharias Othman, Polykseni Kalogiannaki, Dimitra Bekiraki, Konstantina Kotta

Members roles and background

Students and teachers brainstormed online on Slack so that ideas would be created and a mini needs analysis as to what inspires students would be conducted.

Miss Zartaloudi (Teacher of Ancient Greek and History) and Miss Polemi (EFL teacher) acted as mentors whereas Alexandros and Sophia acted as multipliers to the team members conveying the message of integrating cultural heritage in education.

Contact details

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Solution Details

Solution description

Workshops for students

Workshops are to be organized in which students split in groups and undertake different roles such as that of the historians, the architects, the photographers, the reporters and the local citizens. The initiative in question is to be connected to CLIL methodology via the course of History and English or any other foreign language taught at school, which is to be of assistance when it comes to doing bibliographical research. Also, ICT teachers are to be actively involved through familiarizing students with the use of Web 2.0 tools, for example for the production of posters to promote the event or for the final dissemination of the activities in total.

Prior to the workshop

Prior to the organization of the workshop, students are to gain hands-on experience by visiting archeological sites or any other site that could be characterized as historical heritage site/artefacts. Depending on the students' roles, they will do either historical research by visiting web resources or collecting information on-site, for example, by interviewing curators. They will be guided by professionals to discover for themselves the story behind the artifact before they present it to their peers and other stakeholders.

During the workshop

The historians are to present the timeline of the artifact and guide peers to do historical research, the architects are to explain the materials used and the design opted for, the photographers are to collect data and reconstruct reality with the historians' and the architects' help and the local citizens, whose life was inextricably linked with the artifact, be it natural, tangible or intangible, are to present their own viewpoint. Thus, occupations, habits and customs of the past are to be integrated into the workshop and the participants are to get a holistic idea of past times.

The reporters are to link past and present and disseminate the findings of the workshop to today's potential stakeholders in the form of articles for the local press; the articles in question are to use the information provided through the interviews of the local citizens as well through the historical study of the artifacts. In this way, students will enhance their language skills either as writers or readers of a historical piece. Students who have an aptitude for digital creations are to create a video and disseminate it on social media and educational platforms such as Europeana (<https://www.europeana.eu/en>).

Final product / tool / activity

The common products will be the creation of a blog focusing on cultural heritage and a tourist guide to be uploaded there along with other related material. The common products will also be embedded on our Municipality's webpage (<https://kaisariani.gr/>) and our school's website (<http://www.1gel.edu.gr/>).

For schools that would be interested in creating a similar project, there will be a page on the blog where the work process will be described as well as a "Find Partners" page on which students and teachers will exchange ideas and look for international partners.

The challenge owner is to benefit from the results and the common products described above as informal education will be promoted outside the classroom walls. Also, the foundations for fruitful partnership both on a local and international level will be created.

Solution context

Challenge

Drawing students' attention to the importance of cultural heritage as globalisation tends to have a negative impact on their everyday life habits and their connection to their roots.

Encouraging students to appreciate and preserve cultural heritage on a national level and respect that of other countries.

Solution target group

Senior high school students (15-17 years old).

Solution impact

The solution is to help students shape their understanding and appreciation of cultural heritage.

Prior to the solution, a needs analysis questionnaire is to be distributed to the students so that there will be a measurement before and after their involvement in it. The procedure is to be repeated after the completion of the project and the results will be compared through formative assessment.

The tool to be used is Google docs where students are to answer questions comprised by the students involved in the project under the guidance of their mentors.

Also, learner diaries are to be written by students in which potential difficulties and challenges are to be recorded as well as the effectiveness of the final products.

The final product's effectiveness (blog) is to be measured through the traffic recorded there, but most importantly through the partnerships established via it.

Solution tweet text

Workshops addressed to cultural heritage enthusiasts; reserve a place.

Solution innovativeness

The project is innovative because most educational systems are exam-oriented these days leaving little or zero place for the students' active involvement in developing a school's curriculum.

Solution transferability

The solution could be used with younger students/pupils by adapting the content of the activities. They could, for example, organise a treasure hunt in a child's museum and focus for example, on games played in antiquity.

Solution sustainability

As the solution makes use of team-work and role play it could easily be adopted by students all around the world in the future as they always seek to express themselves by taking part in creative projects.

With cultural heritage sites being at the cornerstone of any culture/civilisation there will always be students and professionals who will be eager to pass on the knowledge and experience to others.

Solution team work

The solution is based on project-based learning which uses team-work as a prerequisite. The process is described above.

We worked very effectively as a team both offline and online (see comments on Slack).