

Europeana Learning Scenario

Title

Art Dealers' Foundation

Author(s)

Rafael Climent Martí, Kathrin Romaneessen, Robert Arnau, Astrid Willamowski

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 students, they 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 Europeana platform and using Padlet or Canvas as an ICT tool, they have to start-up a non-profit foundation which 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'/lesson)
Online teaching material	1.- Youtube tutorials on how to use Padlet and Canvas . 2.- Europeana Platform.
Offline teaching material	General guidelines and step by step instructions in a .pdf file given by the teacher.
Europeana resources used	Europeana Collections: - 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 (4º 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.

The 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 Canvas.
- 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 Canvas	- YouTube tutorials about Padlet and Canvas (7'+25'): 1.- Padlet . 2.- Canva . - Hands-on activities in order to practice with these ICT tools (18')	50'
Cultural Heritage Catalogue	1.- Searching on Europeana and choosing art treasures to make a brochure. Three examples are mentioned above, although students are able to make their own choice taking into account works of art free to use. 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 non-profit organisations	- 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 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).	50'+50'
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

Add here the method with which your students will be able to give you feedback and discuss the lesson.

Teacher's remarks

Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.

Annexe

