

Europeana Learning Scenario

Title

Art Dealers' Foundation (LS-ES)

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, the students 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 the Europeana platform and using Padlet or Canva as an ICT tool, they have to start-up a non-profit foundation whose 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

Table of summary

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 minutes per lesson)
Online teaching material	YouTube tutorials on how to use Padlet and Canva .
Offline teaching material	General guidelines and step by step instructions in a .pdf file given by the teacher.
Europeana resources used	Europeana Platform. Europeana Collections: <ul style="list-style-type: none"> - Industrial Heritage - Art - Archaeology

Licenses

- Attribution CC BY.** This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

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.

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 Canva.
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 Canva	- YouTube tutorials about Padlet and Canva: 1.- Padlet . 2.- Canva . - The students get to know the tools by practising with them in order to get accustomed to these ICT tools.	50'
Cultural Heritage Catalogue	1.- Searching on Europeana and choosing art treasures to make a brochure. Three examples are mentioned in the Europeana Resources in the Summary, although students are able to make their own choice taking from free to use works of art in the Europeana Platform. 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

Students brainstorming at the end of the implementation, summarized in this table (per group):

STUDENTS CONCLUSIONS	G1	G2	G3	G4	G5	G6
Content: Profit-seeking enterprise vs non-profit organisation	We are able to explain the main differences	We understand the main differences	We haven't understood the main differences	We are able to explain the main differences	We are able to explain the main differences	We understand the main differences
ICT tools: Padlet, Prezi, Canva, PowerPoint...	Easy to work with	Easy to work with after watching tutorials	Easy to work with, except Canva	Easy to work with	Easy to work with	Easy to work with after watching tutorials
Europeana platform	Difficult to find free to reuse images (without copyright restrictions) to make our catalogue.					

Teacher's remarks

Apart from integrating Europeana and European Cultural Heritage in our classroom, I really wanted to experience a **new methodology**: students being autonomous and taking a key role in their learning process. In fact, I only introduced the topic in the first lesson. From that point, they had all materials required uploaded on our Learning Management System (Moodle), including a step-by-step guide. My role was acting as a facilitator, helping them only in specific situations.

Surprisingly, after LS implementation, three of the six groups told me that they preferred the traditional way: working with our class book, the teacher explaining the content and then students doing the activities given by him and coming from the book.

To some extent, and it is only my point of view, they feel comfortable being driven by someone, which implies less work for them. Take into account that this group of students is one of the low skilled at our school.

Annexe

[Step-by-step guide](#)

Pictures from the implementation of the LS:

