



Culture heritage and Gamification in Education.

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Erasmus+ KA 227 2020-1-EL01-KA227-SCH-094519

Learning scenarios



EDUCATIONAL SCENARIO I

A. Characteristics

Title: Healers/Doctors of Cultural heritage

A few words about the scenario: The learning scenarios that have been developed apply the conceptual framework for the exploitation of the cultural heritage in education through the strategy of gamification. This framework links the gamification methodology with the model of self-regulated learning and the potential of mobile devices in order to provide new perspectives for the wider use of this methodology in education for the development of high-level thinking skills.

The educational scenarios have been designed on the basis of an online role-playing game on the cultural heritage of Greece, Spain and Italy, which aims to familiarize pupils with the cultural heritage of the three countries, to understand the concept and its different forms and the notion of a common European cultural heritage and to promote a sense of belonging to Europe. The ultimate aim is to make pupils aware of the value of cultural heritage in shaping and preserving collective and individual identity. Finally, the scenarios focus on the development of cognitive, social and motivational factors of self-regulation of learners as well as combined skills of visual, digital and critical literacy and the mobilisation of the learner's thinking.

THE GAME "SAVE THE WORLD"

<https://cultureheritagegamification.com/>

The game "Save the world", designed in a technology-supported environment (Moodle), consists of a tour of monuments with questions, so that pupils earn points, and aims not only to acquire knowledge or consolidate the knowledge acquired about a monument, its history, its architecture, its function and its subsequent use, but also its relationship with values and traditions, i.e. intangible heritage. It is designed to promote active social protection, i.e. a culturally participatory development leading to responsible social behaviour that respects monuments, the landscape and the environment.

Creators: Vasiliki Manavopoulou , Georgios Tsomis

Age group: 13-16

Link to a subject: ICT, Language, History, Geography, European Studies

Estimated time: 2 teaching hours: combination of synchronous and asynchronous teaching

Supporting material and tools: online game, computers-mobile devices with internet connection, e-class platform, worksheets, digital projector, whiteboard



B. Objectives

The educational scenarios aim to engage pupils with the subject of cultural heritage in a playful and amusing way. In particular, to enable them to understand the concept of cultural heritage and its value in their lives, but also to explore the cultural similarities between people living in different European countries and the elements of their common cultural heritage. Also, to strengthen their sense of belonging to and participation in Europe through exploring Europe's diverse cultural heritage.

In terms of the expected learning outcomes, pupils are expected to identify examples of cultural heritage from their own country and from the other two European countries and to understand cultural heritage and its different forms. They are also expected to be able to develop cooperation skills through group work practice and to reflect on the progress of their actions in the light of possible difficulties encountered and the solutions adopted.

C. Steps/instructions

In the learning scenarios that have been developed, pupils approach the subject of cultural heritage through the model of self-regulation learning in the context of gamification and the use of ICT. They are implemented through a combination of both asynchronous and synchronous teaching according to the flipped classroom model. The basic flow of each scenario consists of five phases. These are the phases of stimulation, activity, communication and collaboration, evaluation and discussion-reflection. At the core of these phases, all three phases of Zimmerman's (2000) cyclical model of self-regulated learning are applied: forethought, performance and self-reflection.

Activity 1

In the stimulation phase, asynchronous teaching at home (flipped classroom) is applied. So, at the beginning of the educational intervention, the learners with their personal access data (username and password) log in to the online course on the Moodle platform. On the home page, after reading the story of the game, they select the doctor character corresponding to their country, enter the corresponding area and they study the archive of the presentation of the eleven elements of the cultural heritage of their country. They then repeat the process by visiting the other two regions and selecting the corresponding doctor character. This phase lasts 15 minutes

Activity 2

In the second phase and during the face-to-face classroom teaching, pupils are given a worksheet with short questions about the monuments in their own country and in the other two countries, which they have come into contact with having studied the presentation file at home in the previous phase. The pupils' answers are expected to show the degree of their familiarity with the cultural heritage of their countries and its various forms. The pupils' questions and answers are followed by a discussion in the classroom. Pupils are encouraged to ask questions, express opinions and views in order to raise the issue of cultural oblivion. The teacher moderating the discussion suggests the online game "SAVE THE WORLD" as a



stimulating way to enhance pupils' familiarity with cultural heritage. This phase lasts 10 minutes.

Activity 3

In the second phase and during the face-to-face classroom teaching, pupils are given a worksheet with short questions about the monuments in their own country and in the other two countries, which they have come into contact with having studied the presentation file at home in the previous phase. The pupils' answers are expected to show the degree of their familiarity with the cultural heritage of their countries and its various forms. The pupils' questions and answers are followed by a discussion in the classroom. Pupils are encouraged to ask questions, express opinions and views in order to raise the issue of cultural oblivion. The teacher moderating the discussion suggests the online game "SAVE THE WORLD" as a stimulating way to enhance pupils' familiarity with cultural heritage. This phase lasts 10 minutes.

Activity 4

In the fourth phase, the evaluation phase, a discussion takes place in the classroom during which the results of the survey are announced and commented on. The pupils comment briefly, orally or in a written form, on the presentations. The teacher also expresses his/her own opinion by commenting positively or intervening with corrective remarks.

This phase ends with the homework task. Pupils can choose the homework they will undertake individually from a variety of suggested topics. In particular, inspired by the story of the game "SAVE THE WORLD", they can compose a short message about saving cultural heritage and, combining it with relevant visual material taken from the game or from the Internet, create a poster to be displayed in the classroom and on their school's blog or website. Alternatively, they can choose a local heritage site in their area that they consider characteristic and, by carrying out relevant field or online research, write an article on it. They can also choose from the monuments of the other two countries the one that impressed or touched them the most and, inspired by it, compose a poetic or prose text.

The texts are intended to be posted on the class blog. The pupils' work is evaluated descriptively by the teacher with detailed comments through the activation of the Comments tool in Word. They are sent via the e-learning platform to each pupil individually. This phase lasts 15 minutes.

Activity 5

In the fifth and final phase, a plenary class discussion is held for feedback and reflection. By creating an appropriate pedagogical climate, pupils are encouraged to get involved and actively participate in the classroom plenary through processes of questioning and expressing opinions and arguments on the subject of cultural heritage.

For this purpose, the teacher asks specific questions about the value of the cultural heritage, the experience of familiarization with the material handled by the pupils and the game, the difficulties they encountered.



At the end of this process, pupils evaluate themselves through a self-evaluation quiz. They check whether they have succeeded in fulfilling their role as heritage doctors, examine whether their cultural memory has been enhanced, whether their relationship with cultural heritage has improved and whether their pre-course views on the subject have changed. At the end of this phase, they are able to obtain the cultural-heritage-doctor-award offered to them. This phase lasts 10 minutes.

D. Instructions for the teacher. Suggestions/Extensibility

The duration of each phase of the scenarios is determined by the teacher according to the potential and needs of the class.

As an alternative activity the teacher could suggest the following topics: 1) Cultural heritage in song, 2) Cultural heritage in poetry, 3) Cultural heritage in painting, 4) Cultural heritage in photography, 5) Cultural heritage in cinema. He/she invites pupils to browse the Internet and listen to songs, read poems and see paintings, photographs or film scenes that refer to elements of the cultural heritage of their country and of Europe. They then choose a song, a poem, a painting, a photograph or a scene from a film and make a post on the course blog on the e-learning platform. The post will be entitled, accompanied by a short presentation and a short text justifying the choice or choices and will end with a list of links that lead to their choices. The activity may be carried out individually or in groups.

Such activities and initiatives are of great importance and worth the effort, as the essence of digital literacy lies not in the development of skills of simple use of any digital tools and features, but in the acquisition of skills such as reasonable and effective handling and critical and creative use. To this purpose, the teacher should be in the role of a constant guide and supporter of the learners.



EDUCATIONAL SCENARIO II

A.Characteristics

Title: Healers/Doctors of Cultural Heritage

A few words about the scenario: The learning scenarios that have been developed apply the conceptual framework for the exploitation of the cultural heritage in education through the strategy of gamification. This framework links the gamification methodology with the model of self-regulated learning and the potential of mobile devices in order to provide new perspectives for the wider use of this methodology in education for the development of high-level thinking skills.

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B. Objectives

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In terms of the expected learning outcomes, pupils are expected to identify examples of cultural heritage from their own country and from the other two European countries and to understand cultural heritage and its different forms. They are also expected to be able to develop cooperation skills through group work practice and to reflect on the progress of their actions in the light of possible difficulties encountered and the solutions adopted.

C. Steps/Instructions

In the learning scenarios that have been developed, pupils approach the subject of cultural heritage through the model of self-regulation learning in the context of gamification and the use of ICT. They are implemented through a combination of both asynchronous and synchronous teaching according to the flipped classroom model. The basic flow of each scenario consists of five phases. These are the phases of stimulation, activity, communication and collaboration, evaluation and discussion-reflection. At the core of these phases, all three phases of Zimmerman's (2000) cyclical model of self-regulated learning are applied: forethought, performance and self-reflection.

In the educational scenario, the online game "SAVE THE WORLD" aims to serve as an introduction to the first lesson on cultural heritage and as an occasion for discussion on the concept of cultural heritage.

Activity 1

In the first phase, the stimulation phase, the teacher presents the topic and the game to the pupils. Then, the teacher shows the class, via a digital projector, the presentation file of the eleven cultural elements of their country to which the questions of the game refer. During the presentation, pupils are encouraged to ask relevant questions and comments on the topic. This phase lasts 15 minutes.

Activity 2

In the second phase, pupils play the game at home. The teacher has informed them that they can use a search engine to retrieve information from the internet and make use of the information material available in the presentation archives of the monuments of the three countries and posted on his page on the e-learning platform. The children are also informed that the winner will be the one who answers all the questions correctly in the shortest time. This phase lasts 40 minutes.



Activity 3

In the third phase and during the face-to-face teaching, a worksheet with short questions about the monuments of their country and the other two countries is handed out to the pupils, with the aim of demonstrating the degree of familiarity of the pupils with the cultural heritage of their countries and its various forms. The pupils' questions and answers are followed by a plenary discussion in the classroom. Pupils are encouraged to ask questions, express opinions and views in order to raise the issue of cultural oblivion. The teacher suggests that the children visit the website of the game again at home, browse through the three sections corresponding to the cultural heritage sites of the three countries and study the pictures and information material of those sites they think they do not remember well. This phase lasts 10 minutes.

Activity 4

In the fourth phase, the teacher asks the pupils to divide a page in their notebook into two columns. In the left-hand column, they are asked to write three cultural heritage items from each of the three countries that they can recall. In the right-hand column, they should briefly explain why they have retained these particular monuments in their memory, what it is that made them remember them. The teacher asks someone to read an item from his/her list. In a discussion that follows about the similarities and differences between the cultural heritage lists, the teacher encourages the pupils to make observations in relation to the function of cultural memory depending on their individual personalities and interests. This phase lasts 15 minutes.

Activity 5

In the fifth and final phase, a plenary class discussion is held for feedback and reflection. By creating an appropriate pedagogical climate, pupils are encouraged to get involved and actively participate in the classroom plenary through processes of questioning and expressing opinions and arguments on the subject of cultural heritage.

For this purpose, the teacher asks specific questions about the value of the cultural heritage, the experience of familiarization with the material handled by the pupils and the game, the difficulties they encountered.

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E. ANNEX: THE SCENARIO MATERIAL

1. The file of the presentation of the monuments (indicatively one page):



2. The questions on the worksheet (indicative):
 - I. Are you familiar with the cultural heritage of your country, the descriptions of which you have studied?
 - A) All
 - B) Many
 - C) Some
 - D) None



II.2 Are you familiar with the cultural heritage of the two other countries whose descriptions you have studied?

- A) All
- B) Many
- C) Some

III. After studying the descriptions of the elements of cultural heritage, you consider that it consists of:

- A) Buildings, monuments, handmade objects, archives, clothing, works of art, books, machinery, historic towns, archaeological sites, etc. - material heritage
- B) Practices, representations, expressions, knowledge, skills, objects and cultural places that people honour, such as festivals. In addition to language and oral traditions, performing arts and traditional arts, etc. - intangible heritage
- C) Landscapes and geographical areas where nature bears elements of cultural practices and traditions
- D) Resources created in digital form (for example digital art and animation) or digitised for the purpose of preservation (including texts, images, videos and sound recordings) - digital heritage
- E) All of the above

