VISITOR

VIRTUAL MUSEUMS IN THE COVID ERA

LESSON PLAN

Evaluation digital stories - An education project based on 1 **hour** learning

The Evaluation stage – Stage 3: Humans and their stories- (duration 1 hour)

Project Title	VISITOR (VIrtual muSeums In The cOvid eRa)
Project reference No.	2020-1-FR01-KA226-SCH-095600

PARTNERS

VISITOR
VIRTUAL MUSEUMS IN THE COVID ERA

Title of Lesson: <mark>Evaluation digital stories</mark> - An education project based on 1 **hour** learning
The Evaluation stage – Stage 3: Humans and their stories-(duration 1 hour)

Background *(What museum artefact are you using for your lesson? What curriculum areas does your lesson address (e.g. History, Science, Language, etc.)? What age range is your lesson suitable for? What pre and post-activities do you envisage? How will the work be assessed?)*

Age range: 8-15

Lesson preparation for the teacher:
At least 5 hours are needed for teachers to be prepared for the evaluation stage.
- The Rubric: At least 1 hour is needed by the teacher to prepare a rubric indicating the achievement criteria for completing the task. As evaluation criteria, the teacher can use the seven essential components for constructing an engaging digital story*.
- The text-based game app: At least 2 hours are needed to construct their digital museum inserting artefacts from the Visitor aggregator
    o They can enter their artefacts into seven individual rooms divided into different centuries, historical circumstances or other criteria
    o They can have restricted access to their rooms if they want to make quizzes with different scales of difficulty
    o At least 2 hours are needed to prepare evaluation quizzes via the text-based game application.

*The above learning strategies are linked to the educational material of module 1 of the e-learning course.

Co-funded by the
Erasmus+ Programme
of the European Union

VISITOR
VIRTUAL MUSEUMS IN THE COVID ERA

Learning Objectives (*What are the learning objectives addressed referenced to your own national curriculum?*)

By the end of the lessons, students are expected to:
- Students review their own stories:
  o Students examine their digital story based on the rubric, which is formed on the seven elements of the digital storytelling process
  o Students check their earned knowledge through a digital museum that the teacher constructs using the digital app.

Outcomes for Lesson 1, 2 and 3
  o Teachers earn feedback about the knowledge that their students earn
  o ~~students gain a deeper understanding of the meaning of art because they gain criteria by~~ which to critique an artefact.

Lesson 1

Starter (First 10 minutes: How will you engagingly begin the lesson?)

Pre-activities:

☞ The teachers refresh students' knowledge about the seven elements of quality digital storytelling (the point of view, a dramatic question, the emotional content, the gift of one's voice, the power of the soundtrack, economy, and pacing).
☞ The teachers present to students the digital museum prepared by them.

*The above learning strategies are linked to the educational material of module 2 of the e-learning course.

Main Activity *(25 minutes: What is the task children need to do? How are the children organized -pairs, groups, etc.? How is the work differentiated? What extension activity is there?)*

The Rubric evaluation
- Students divided into groups of seven have to evaluate their story following the seven elements of a qualitative digital story
- each group examines whether their story meets the seven criteria and records the advantages and the disadvantages of their story
- each group shares their results

The text-based game
- Students have to connect on https://visitor-project.eu/game
- They evaluate their knowledge via completion of several quizzes

*The above learning strategies are linked to the educational material of module 2 of the e-learning course.
Plenary *(10 minutes: How will the children share what they have learned? How will you link back to the Learning Objectives? How will you link to the next lesson?)*

- students will discuss the impact of the project
- o   What do they learn about immigrants?
- o   How do they feel?
- o   What can they do to act against racism?

VISITOR
VIRTUAL MUSEUMS IN THE COVID ERA

Resources *(What is needed to run this lesson (e.g. PowerPoints, Worksheets, Ipads, Internet access, Video Projection, Interactive whiteboard, etc.)? Attach example documents and a jpeg of artefact).*

- ✔ *http://rubistar.4teachers.org/index.php*
- ✔ https://visitor-project.eu/game
- ✔ aggregator.visitor – Virtual museums in the covid era (visitor-project.eu)

This LS aims to develop and improve students' following skills:

- Learning and innovation skills (Creativity, Critical Thinking, Collaboration, Communication)
- Life and Career skills as preparation for after-school life, such as Flexibility, Self-direction, Productivity, and Social skills during group work for planning, producing and presenting the assigned tasks.