Europeana Story of Implementation Guidelines & Template

General guidelines

When you start working on your Story of Implementation (SoI), it is important to keep in mind that you are sharing an *experience of an implementation.* Find below some tips that can help you prior to writing your SOI:

1. Make sure **not to be repetitive!** The aim is not to repeat the steps of the learning scenario you are implementing but to share additional information, building on the learning scenario.
2. Think of **headings** for the article before you start writing! This will help you organize your thoughts.

Before sharing some questions to guide your writing process, here is a list of good practices to remember when it comes to writing online content:

1. Find keywords for your story before writing it.
2. Devise a structure for your story (the story you implemented, the implementation context, the narrative, learning outcomes, teaching outcomes).
3. Don't forget to use headings.
4. 1 paragraph = 1 idea/subject.
5. Check the readability of your text: are your sentences or paragraphs too long? Do you use transition words?
6. Add internal and external links and images in your story of implementation.
7. Let other people read your story before you submit it. Feedback is an important part of the writing process!

Adding images

When you add images, please also add captions.

● The caption should include the title of the image and the attribution of these images: Title, Author (name of the creator), Source: The URL where the image is hosted (if applicable) License[1].
  Note: In case of photos from the implementation, the faces of the participants should not be recognizable.

● In case of Europeana resources, the attribution should include: Name of the item, Creator (if provided), Providing institution and Country (if provided), license, adding also hyperlinks to this item on the Europeana platform, the providing institution and the license. You can see an example here:

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[1] Choose one of the Creative Commons licenses to attribute your image with.

![europeana education]

Develop your SoI

Title of your story

Implementation of '*The Legend of Wilhelm Tell* '(SoI- HR)

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Text content

1. Fill in the table here below with information about the implementation of the learning scenario you chose **and** add images from the implementation. **Note:** The text should always be equal or longer than 300 words. When you have completed each part of the table, you can delete the instructions written in *italics*.

2. Provide the links to the online resources you may have used, e.g., items from the <u>Europeana platform</u>. In case you used additional educational materials, e.g., activity sheets, presentations, videos, etc., upload them on an online drive and provide the links in your text.

Abstract/Introduction

According to the curriculum for German language, the learning outcomes include learning German language and the cultures associated with German speaking countries. Since one of the topics is "Way of Life in German-speaking Countries", I researched learning scenarios on Teaching with Europeana (TwE) and found a scenario related to Switzerland: The Legend of Wilhelm Tell (EN-CUR-619) by Lana Matijaković. This learning scenario covers the topic of the famous Swiss legend Wilhelm Tell. I made some adaptations to it and added introductory activities about Switzerland.
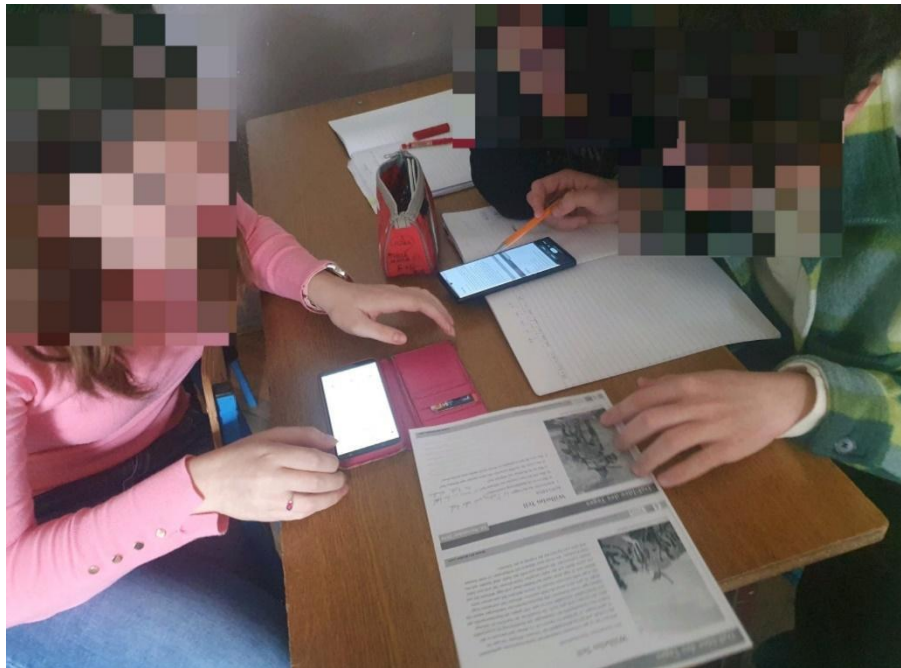
Students working in groups.

Main text

1.   The implementation context

Cultural Heritage in German lessons

This is a story of implementation of the learning scenario "The Legend of Wilhelm Tell " which was carried out with the class made up of thirteen high school students of 16+ age during three German lessons (3x45 minutes) in a secondary school in Croatia. The students are learning German as an obligatory subject as a second foreign language at A2 level. They are familiar with Europeana platform since they usually explore it for materials for their project works. I decided to do this lesson with my students because they learn about geographical and cultural aspects of German-speaking countries as part of the curriculum.

I made a Sway presentation with all activities which I decided to do with my students. And here is the link and QR Code for this presentation.
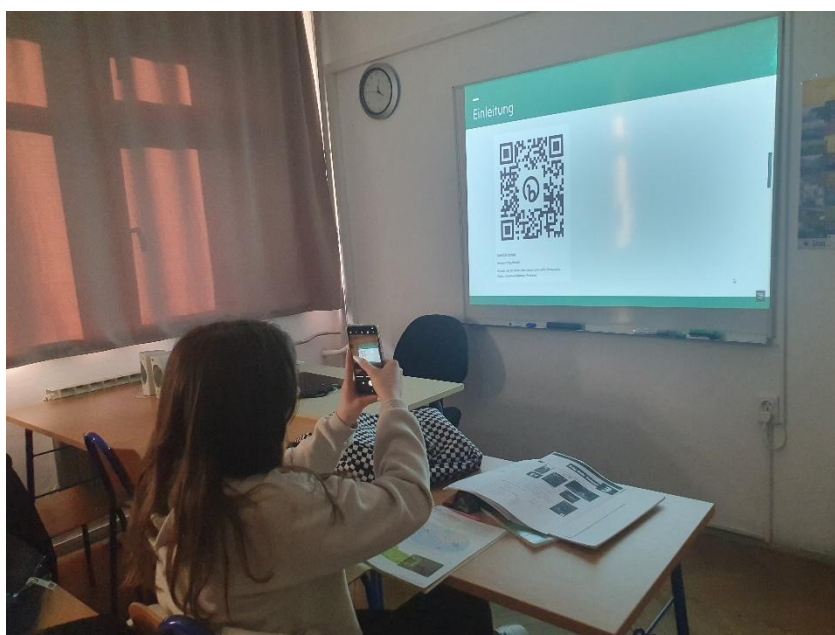http://bit.ly/wilhelm_tell_sway

## 2. The narrative (Learning process/Stages of implementation)

Padlet Activity (10 minutes)

I started the lesson with a brainstorming activity as it is in the original LS. I gave the students the QR Code for Padlet page. Their task was to put notes about Switzerland, what they already know about this country. https://bit.ly/schweizsoi

Use of QR Codes in the Classroom.

We discussed their posts.
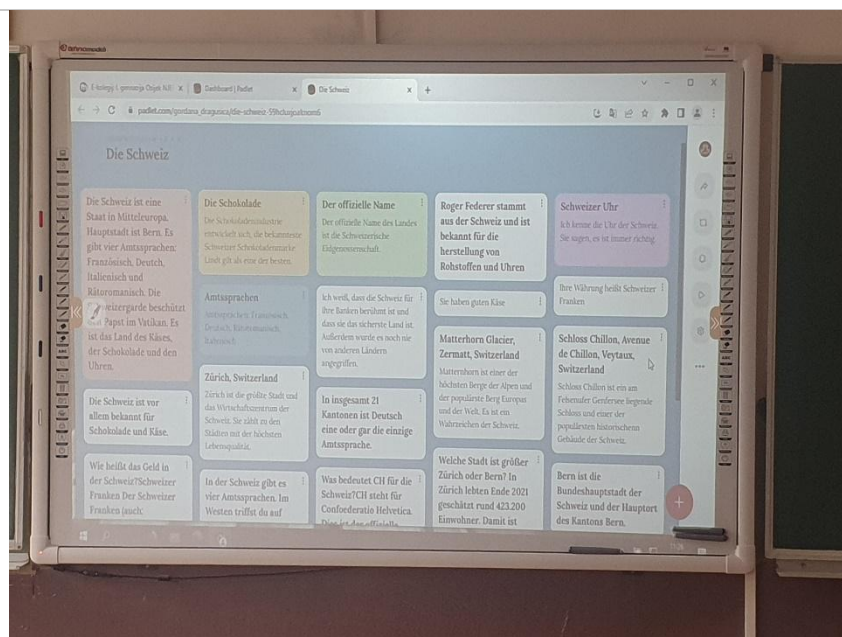
Padlet activity

Reading Comprehension (30 minutes)

I thought that the students needed some more information about the country, so I made an adaptation to the LS. I gave the students additional texts with some facts they didn't mention in their notes. They worked in groups (four groups). Their task was to read the texts, to answer comprehension questions and some true/false statements.
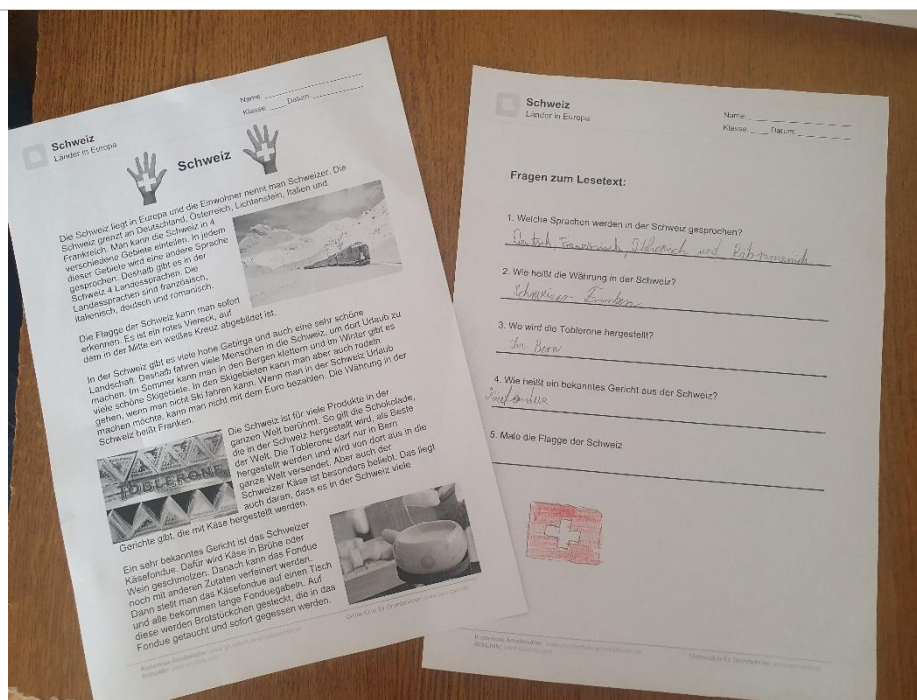
Text 1 (Global reading comprehension)
https://dich.klett-online.ch/content/a1_02/a1_02_kb/02_01_kb.pdf

Text 2 (Selective reading comprehension)
https://www.grundschule-arbeitsblaetter.de/sachunterricht/laender/

Reading comprehension texts and tasks

At the end of the activity the groups presented in plenum their results.

Europeana (10 minutes)

The next activity was connected to the main topic of the lesson Wilhelm Tell. I showed the photo from Europeana and asked the students to describe it. They had to guess who the people are, and to describe them. Afterwards, I wrote the name of the person on the blackboard and gave them the most important information about the legend. I also gave them some basic information about Europeana portal and information about the photo and copyright.

[Zeichnung, Wilhelm Tell mit Walter / Skizze einer orientalischen Szene ?, Kooperationinitiative Museen Baselland, CC BY-SA 4.0](#)

Wilhelm Tell (30 minutes)

The next activity which I chose and adapted the LS was the text about the legend Wilhelm Tell. I wanted them to get some information about the legend before the activity from the LS (The cloze test). The students worked in groups. They had to read the text and answer questions. They presented the results in a plenum.

https://www.derdiedaf.com/idee-des-tages/2018-11-08/wilhelm-tell

Students working on a task.

In the next activity the students were given a text with a short description of the legend of Wilhelm Tell and they had to insert the new words into the text. They were given a list of new vocabulary that will appear in the text. They had to look for meanings in online dictionaries.

After reading comprehension activity the students watched a short cartoon called Wilhelm Tell.

https://www.youtube.com/watch?v=rcRnAAbrbI8

I think it is useful for students to watch the cartoon because they get a more detailed picture of Wilhelm Tell and his story.

Digital Story (40 minutes)

The next and final activity was to make a digital story with photos from Europeana. I gave the students five photos from Europeana connected to Wilhelm Tell. Their task was to make a short story or presentation about Wilhelm Tell. They had to use these five photos and write 1-2 sentences for each photo. I explained the design of the poster. They could choose between Canva, Postermywall, PowerPoint or Sway.

Presentations (15 minutes)

Finally, the groups presented their stories in a plenum and the students did peer- assessment and self-assessment according to the rubric from the LS.

Here is one example of their digital story in Canva.
http://bit.ly/wilhelm_tell_canva
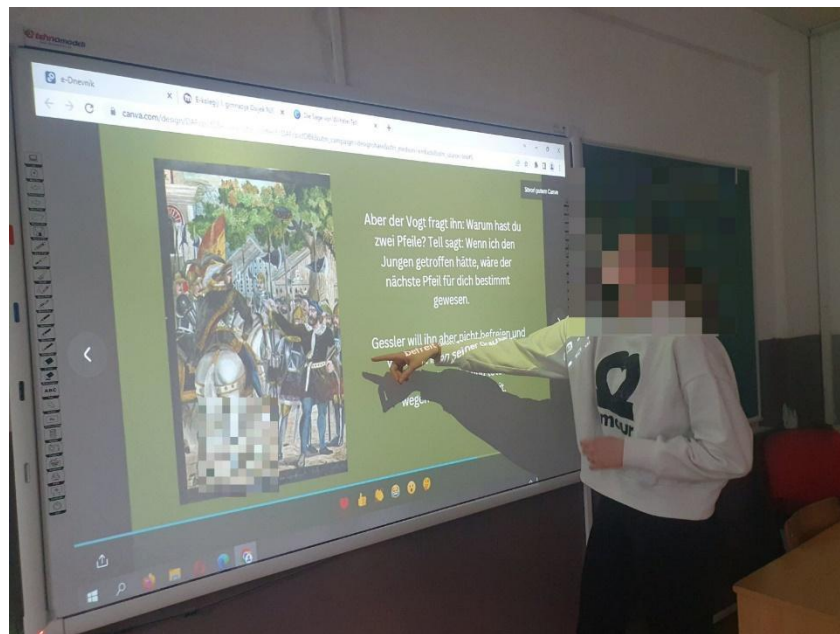
Students presenting their stories.

| 3. | **Learning outcomes** (What did you achieve?) |

Outcomes

At the end of the lesson the students were able to talk in German about the cultural heritage of Switzerland, the legend of the national hero, Wilhelm Tell. It was completely new information for them. The students found it especially interesting to work with photos and to create the story with these photos.

Students working with Europeana photos.

They were very creative, and they used their imagination in creating the story. They liked the use of digital tools. The use of digital tools helped students to improve their ICT skills. The students worked in groups to write the stories which required the use of four: C's collaboration, communication, critical thinking, and creativity.
The students practised all four language skills during the lesson: reading, listening, writing, and speaking skills.

4.	**Outcomes for the educator**

Teacher's benefits

Teaching with Europeana resources is a big benefit for teachers because culture is integrated in the curriculum of all subjects. And TwE is a place where teachers can find numerous resources and implement them in their learning scenarios that are free to use.
I would advise and recommend other educators to use the precious material from Europeana platform and especially to research the part of the platform with learning scenarios and stories of implementation. They could enrich their teaching with very creative lesson plans. This platform is not only for language teachers but for teachers of all subjects because there can be found materials in 37 languages.

5. **Additional information** (In case of publication on the TwE blog, this information is essential for the blogpost that will be created)

The learning scenario	Other blog posts	Categories	Tags

| Did you find this story of implementation interesting? Why don't you read about the related learning scenario?

The Legend of Wilhelm Tell (EN-CUR-619), Lana Matijaković [The Legend of Wilhelm Tell (EN-CUR-619) - Teaching With Europeana (eun.org)](#) | Did you find this story of implementation interesting? You might also like:

Suggest three blog posts that can be found on the [Teaching with Europeana](#) (TwE) blog and are related to your SoI.

● *Connected by Legends (LS-HR-549),* [Connected by Legends (LS-HR-549) - Teaching With Europeana (eun.org)](#)*, Kristina Jelošek*
● Fairy Tales and Imagination: Making Magic Happen, [Fairy Tales and Imagination: Making Magic Happen (LS-ME-582) - Teaching With Europeana (eun.org)](#)*,* Tihana Turković
● *Myths and legends throughout Europe: from England to Sicily (LS-IT-101),* [*https://teachwitheuropeana.eun.org/learning-scenarios/myths-and-legends-throughout-europe-from-england-to-sicily-ls-it-101/*](#)*,* Emanuela Leto | *Lower secondary, Language Subjects, Cultural awareness and expression, Cooperative learning, Group dynamics* | *Secondary education, Schweiz, Wilhelm Tell, Legends, ICT* |