



INTEGRATION
OF MUSEUMS
INTO SCHOOL
EDUCATION



One day seminar in Greece

Friday, 21st June 2019

**“MuseSchool – Integration of museums into school
education ”**

IDEC SA,

Iroon Polytechniou 96, Piraeus, Greece

Introduction

This report refers to the one day seminar held by IDEC on Friday, June 10th 2019 at the 3rd Gymnasium of Nikaia, entitled “MuseSchool – Integration of museums into school education”. The one day seminar took place within the framework of MuseSchool project: Integration of museums into school education. MuseSchool aims at the use of museum as a pedagogical approach and at the realisation of innovative activities that will be a motivation to recognise the value of the museum exhibits as important and at the same time alternative learning sources for the target groups who are ten to fifteen years old students. This report includes the description of the one day seminar and the Annexes, where the Agenda of the event, the Attendance List, Photos of the event and the Interdisciplinary Lesson Plans are stated.

Description of the event

The one day seminar was organised on the 21st of June 2019 in Nikaia. In this seminar there were 20 participants, 19 of them were teachers. The event took place at the 3rd Gymnasium of Nikaia, which is located close to Piraeus. Teachers were invited via phone calls and emails. The aim of the one day seminar was to train the teachers who took part in it, to use the museum as an educational learning tool and therefore to act later on as “multipliers” of the MuseSchool project. The event lasted from 09:00 till 14:00.

At the beginning, Artemis Driva, project coordinator of the MuseSchool project from IDEC, gave a short greeting and presented the MuseSchool project, its partners, its aims and its outputs. She also talked extensively about the 2 LTTs that took place in Novo Mesto (Slovenia) and in Piraeus (Greece), in March and in May accordingly.

Then Kallia Papatheodorou, head director of the 3rd Gymnasium of Nikaia presented the interdisciplinary lesson plan for the lesson of arts, which was implemented during the 2nd LTT in Daphni Monastery, an open air museum.

A short coffee break followed, during which the participants had the time to interact with each other and expand their network.

After that Magda Vlami, history teacher of the 3rd Gymnasium of Nikaia presented the interdisciplinary lesson plan for the lesson of history, which was implemented during the 2nd LTT in the Ancient theatre of Dionysos, which is an open air museum located at the fringes of the Acropolis.

Last but not least, Georgios Avramides, geography teacher of the 3rd Gymnasium of Nikaia presented the interdisciplinary lesson plan for the lesson of geography, which was implemented during the 2nd LTT at Sounio Cape, where the temple of Poseidon is located. This is also an open air museum. Mr Avramides substituted Mr Theodosiou, who participated in the 2nd LTT in Piraeus, but wasn't able to attend this seminar due to a sickness.

At the end of the event, an open discussion followed, during which there was an exchange of ideas. Teachers also commented on the parts of the interdisciplinary lesson plans that impressed them more.

Participants

The participants in the final conference were 19, plus the speaker. The participants preregistered via phone calls and emails.

Profile of the participants

All the participants are teachers of Gymnasium in Greece. They are teaching art, geography and history. The names of the participants are listed below:

Speaker

A/A	Επίθετο/Surname	Όνομα/Name
1	ΔΡΙΒΑ	ΑΡΤΕΜΙΣ

Participants from Greece

A/A	Επίθετο/Surname	Όνομα/Name
1	ΠΑΠΑΘΕΟΔΩΡΟΥ	ΚΑΛΛΙΑ
2	ΘΡΟΥΤΑΚΗ	ΜΑΙΡΗ
3	ΑΒΡΑΜΙΔΗΣ	ΓΕΩΡΓΙΟΣ
4	ΚΟΛΛΙΟΥ	ΕΛΕΝΗ
5	ΛΑΖΗ	ΜΑΡΙΑ
6	ΤΕΝΤΟΜΑ	ΣΤΑΥΡΟΥΛΑ
7	ΓΡΗΓΟΡΙΑΔΟΥ	ΕΛΙΣΣΑΒΕΤ
8	ΝΕΓΡΗΣ	ΙΩΑΝΝΗΣ
9	ΓΙΑΜΠΟΥΡΑ	ΒΑΣΙΛΙΚΗ
10	ΒΑΣΙΛΑΚΟΥ	ΑΡΓΥΡΗ
11	ΧΑΡΑΛΑΜΠΙΔΟΥ	ΚΥΡΙΑΚΗ
12	ΚΑΡΑΓΙΑΝΝΗ	ΛΕΝΑ
13	ΚΩΣΤΟΠΟΥΛΟΥ	ΕΛΕΝΗ
14	ΨΑΘΑΚΗ	ΑΝΑΣΤΑΣΙΑ
15	ΡΟΔΙΤΗ	ΕΛΕΝΗ
16	ΛΑΜΠΡΟΠΟΥΛΟΥ	ΠΑΡΑΣΚΕΥΗ
17	ΤΣΑΚΩΝΑ	ΣΤΑΥΡΟΥΛΑ
18	ΠΑΠΑΔΟΠΟΥΛΟΥ	ΑΡΧΟΝΤΙΑ
19	ΒΛΑΜΗ	ΜΑΓΔΑ

Annexes

Annex 1: Agenda

Ημερίδα, Παρασκευή 21 Ιουνίου 2019

**«Ενσωμάτωση των μουσείων στην εκπαιδευτική διαδικασία-
MuseSchool»**

*Τόπος: 3^ο Γυμνάσιο Νίκαιας, Μυλασσών και Αρμενίων Προσκόπων,
Κοκκινιά, Νίκαια 18450 Άγιος Ιωάννης Ρέντης*

Ώρα: 09:00 - 14:00

Πρόγραμμα ημερίδας

08:45 - 09:00	Εγγραφές συμμετεχόντων
09:00 – 10:00	Παρουσίαση του ευρωπαϊκού προγράμματος MuseSchool, των εταίρων του, των αποτελεσμάτων του και των 2 εκπαιδεύσεων που γίνανε σε Σλοβενία (Νόβο Μέστο) και Ελλάδα (Πειραιά). Άρτεμις Δρίβα
10:00 – 11:00	Παρουσίαση του διαθεματικού σεναρίου μαθήματος των καλλιτεχνικών. Κάλλια Παπαθεοδώρου.
11:00-11:20	Διάλειμμα καφέ.
11:20 - 12:20	Παρουσίαση του διαθεματικού σεναρίου μαθήματος της ιστορίας. Μάγδα Βλάμη.
12:20-13:20	Παρουσίαση του διαθεματικού σεναρίου μαθήματος της γεωγραφίας. Γεώργιος Αβραμίδης.
13:20 - 13:45	Ανοιχτή συζήτηση. Σχόλια.
13:45 - 14:00	Κλείσιμο και αξιολόγηση ημερίδας.



2018-1-TR01-KA201-059698 'Integration of Museums into School Education Project
One Day Training Seminar at 3rd Gymnasium of Nikaia 21/6/2019

No	Name and Surname	School name	Email	Signature
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Konya
Il Milli Egitim Mudurlugu



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Co-funded by the
Erasmus+ Programme
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Annex 3: Photos



Annex 4: Interdisciplinary Lesson Plans of Arts, History and Geography

A-PREPARATIONS BEFORE THE LESSON

It is necessary to discuss with the students about Daphni Monastery before the visit, so as to raise their awareness and to inspire them to make a piece of art based on what they will see or observe there.

B-INDOOR AND OUTDOOR LESSON PLAN

1	Lesson Title	Mosaics of Daphni Monastery
2	Class/Classrooms	1 st ,2 nd ,3 rd year of Gymnasium (ages 13,14,15) 1 st , 2 nd ,3 rd year of Lyceum (ages 16,17,18)
3	Duration	4-10 hours
4	The name of the museum or open air environment	Daphni Monastery
5	Meeting point and hour	8:30am at school
6	Returning point and hour	1:30pm at school
7	The goals, objectives and acquirements of the museum or open air visit	<ol style="list-style-type: none"> 1. Students will learn about the history of the place (from the ancient times up to now). 2. Students will see closer the architecture of the church which is based on the ancient temple of Apollo and also the marvellous mosaics that exist indoors. 3. Students will appreciate the artistic value of the place. 4. Students will observe the geographical location on which Daphni Monastery has been built and will discover why that specific location had been selected.
8	Staff on duty for museum or open air environment	Two teachers (1 Art Teacher and 1 History Teacher)
9	Museum information	The museum is an archaeological site, an Historical monument from the Byzantine era. On that particular location during the ancient times, there was the temple of Daphni's Apollo, which was destroyed by the Goths in 395 A.D. The Byzantine Daphni Monastery was founded during the 6 th century. The church(katholikon) that exists nowadays, dates back to the 11 th century and belongs to the complex octagonal cruciform church architectural type.

C-METHODS TO BE FOLLOWED DURING LESSON

DAILY LESSON PLAN FOR MUSEUM OR OPEN AIR ENVIRONMENT					
Class	3 rd year of Gymnasium (15 years old students)	Topic	Mosaics of Byzantium of the 11 th century	DATE	It will be arranged
				LESSON HOUR	1 hour in the archaeological site
Direct and indirect relation of the museum or open air environment with the lesson content at school. Relating the visited place with other disciplines and subjects.					
Daphni Monastery is related to other subjects and their contents. It is related to History as there was there in ancient times the ancient Greek temple of Daphni's Apollo. It has another correlation with Byzantium, as it there is the Byzantine church of Daphni Monastery (6 th - 11 th century). It is related to Arts with the significant mosaics of the 11 th century and with the Byzantine architecture of the church and its surroundings. It is related to geography with the important geographical location of the temple of Daphni's Apollo, because it was a stop of Panathenaic procession as it was moving among "Iera Odo"(the Holy Road) towards Elefsina. In addition, it was a crossroad between the mountains as it formed a narrow passage to enter the region of Attica from the West.					
ACQUISITIONS	Teacher: On the one hand the students will get to know the History of the place and on the other they will discover the art of mosaic. The teachers will try to transmit to their students their love and interest of mosaics.				
	Student: They will get to know the archaeological site by themselves based on the experience of visiting it and with their phantasy they will be able to travel through centuries to the history of their ancestors and to what they have created.				
CONCEPTS AND OBJECTIVES			Thematic: Art		
			Specific: the art of mosaic and elements of the architectural type of a Byzantine church (complex octagonal cruciform)		
			Interdisciplinary relations: Art, History, Geography		
METHODS and TECHNIQUES, TOOLS AND EQUIPMENTS (Things to be used during the lesson)			The most important method to activate students is observation. After that the teacher has to explain to them the needs of the technique in order to make a mosaic. The method of making a mosaic has the following steps: <ul style="list-style-type: none">• selection of a pattern,• drawing on a specific surface,• choose the suitable tesserae (mosaic tiles),• cut the tesserae in the shape and size that fits you,• put the tesserae on the pattern. For all the above, necessary materials and tools are needed: different colours of tesserae , pliers to cut the tesserae, a piece of wood to place the pattern onto and a particular glue to put the tesserae on the piece of wood.		
ACTIVITIES TO BE IMPLEMENTED			The assessment can be done during the making of a new mosaic. It can be combined with a writing that has to do with the emotions that arose during the making of the mosaic.		

LESSON PROCESS		
LESSON PROCESS	MAKING OBSERVATIONS	The students will have to observe the technique of the movement of the tesserae.
	HAVING INFORMATION	The students have seen how a mosaic looks like.
	COLLECTING INFORMATION	The students will have to seek for information about the specific material and how will they work with it. Then, they will have to gather the materials and the tools needed in order to make the mosaic.
	FORMING A PATTERN	The students will have to choose a pattern. After that they will have to draw the selected pattern on a surface. Then, they cut, place and glue the tesserae (mosaic tiles).
	PREPARING A POSTER AND/OR A REPORT FOR THE CLASSROOM AND SHARING THEIR WORK THROUGH THE SCHOOL SITE IN THE INTERNET	
	ANSWERING A KAHOOT TEST IN THE CLASS AFTER THE VISIT	
1		
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ASSESSMENT		1 Kahoot test
		2 Making a poster about the visit
		3 Making a story about the visit
		4 Self evaluation test (pre test/post test)
D- THINGS TO BE DONE AFTER THE VISIT		
1	We are going to recall what we saw and what we said during the visit at Daphni Monastery by filling in the appropriate handouts.	Experiential workshop in the classroom.
2	Making brief comments about the mosaics. Posing questions and giving answers regarding what we observed during our visit at Daphni Monastery.	Discussion in classroom. Group sharing.
3	Evaluation of the mosaics and the architectural style that we observed by filling in the handout of assessment. Mentioning the historical, geographical and artistic value of the site we visited.	Handout of assessment. Discussion in classroom.
4	Making a piece of art inspired by the mosaics that we saw. We frame it within a decorative motive (free choice) by using the appropriate materials for each student.	Art work. Making a mosaic.
5	Production of a DVD where all the artwork of the students is presented.	Students can be asked to create a DVD related to their mosaics.

6	Designing a final poster about the mosaic workshop that has been completed.	Planning a poster or a collage of photos.
7	Organise an exhibition within the school environment, so that the other students will have the chance to see what has been done.	Panel and exhibition work after the visit using their own pieces of art.
8	Teacher in cooperation with students evaluates the results of their work and find out if the initial targets have been reached and if they are satisfied by the result.	Self-Assessment Scale.
9	Students write an essay about their visit to Daphni Monastery and their general experience and emotions from the workshop.	Making a Visit Report.
10	Writing a letter of thanks to Daphni Monastery with a special reference to the pieces of art that the students themselves created. We send as a present to Daphni Monastery the final poster and the DVD that includes all the artwork of the students.	Writing a letter of thanks.

A-PREPARATIONS BEFORE THE LESSON

It is necessary for the students to know about the function of the place before the visit. So they must have studied about the place using the suitable items

B-INDOOR AND OUTDOOR LESSON PLAN

1	Lesson Title	Getting to know the ancient theatre of Dionysus (5 th century B.C)
2	Class/Classrooms	3 rd grade- 6 th grade of secondary education (15-18)
3	Duration	2 hours
4	The name of the museum or open air environment	Ancient Theatre of Dionysus
5	Meeting point and hour	It will be arranged
6	Returning point and hour	It will be arranged
7	The goals, objectives and acquirements of the museum or open air visit	1. Students will get to know the place of an ancient theatre through the experiential learning 2. students will get involved with the procedure of observation and understanding of an ancient place and building 3. they will activate all their senses and fantasy 4. they will realise the importance of the place that made ancient Athenians choose the specific place as a theatre 5. they will understand the connection of the place to the pieces of art that existed there.
8	Staff on duty for museum or open air environment	Two teachers per class
9	Museum vehicle information	

C-METHODS TO BE FOLLOWED DURING LESSON

DAILY LESSON PLAN FOR MUSEUM OR OPEN AIR ENVIRONMENT					
Class	3rd-6 th grade	Topic	The ancient theatre of Dionysus (the oldest ancient theatre in Greece)	DATE	It will be arranged
				LESSON HOUR	1 hour in the class & 1 hour in the theatre
Direct and indirect relation of the museum or open air environment with the lesson content at school					
Relating the visited place with other disciplines and subjects					
Students of the 3 rd grade-6 th grade in Secondary Education are taught about the history of ancient Drama and ancient theatre. The visit to the ancient theatre will be related to the specific reasons that the place was chosen for as an ancient theatre, as well as the artistic items that existed in the place.					
ACQUISITIONS	Teacher: The students will connect their theoretical knowledge about the theatre with the place seen during their visit They will also realise the destroy of an ancient place during the centuries and the need for protection and preservation of cultural heritage				

		Student: They will understand the significance of the theatre for the history, for the development of drama and culture in ancient Athens, for the cultivation of the political consciousness of the citizens. They will get used to implementing teamwork and experiential learning in a cross curricular approach.	
CONCEPTS AND OBJECTIVES		Thematic: History	
		Specific: history of ancient theatre, history of Drama, history of Athens	
		Interdisciplinary relations: History, Drama, Geography, Arts (architecture, music, dance), Mythology, Politics	
METHODS and TECHNIQUES		Teamwork, experiential learning, active participation, cross curricular approach.	
TOOLS AND EQUIPMENTS (Things to be used during the lesson)		Worksheets, camera, map of the area, guidelines, notebooks.	
ACTIVITIES TO BE IMPLEMENTED		1.Research in the internet for the appropriate material 2.Forming teams 3.Studying the worksheets 4.Visiting the ancient theatre 5.Filling in the worksheets	
LESSON PROCESS			
LESSON PROCESS	MAKING OBSERVATIONS		The students will have to observe the place and recognise the main parts of the theatre
	HAVING INFORMATION		The students will have to use all their knowledge in order to fill in the questions and activities in their worksheets.
	COLLECTING INFORMATION		The students will have to use their imagination and recreate the image of the ancient theatre collecting information in the theatre
	FILLING IN THE WORKSHEETS		
	PREPARING A POSTER AND/OR A REPORT FOR THE CLASSROOM AND SHARING THEIR WORK THROUGH THE SCHOOL SITE IN THE INTERNET		
	ANSWERING A KAHOOT TEST IN THE CLASS AFTER THE VISIT		
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6			
ASSESSMENT		1	Kahoot test
		2	Making a poster about the visit
		3	Making a story about the visit
		4	Self evaluation test (pre test/post test)

D- THINGS TO BE DONE AFTER THE VISIT

1	Remembering the acquired feelings and observations during the visit by reading the answers of the worksheets used during museum/open air environment visit	Worksheets will be distributed to the students
2	Making brief comments about the subjects in the form of question and answer on objects seen during the visit	The students will work in teams to fill in the worksheets
3	Evaluation of the objects seen in the museum, history of the museum and the period and features of the works in the museum	The students will learn about the period and the features of the ancient theatre
4	Making a drama, writing a composition, story and a poetry about the museum or open air environment visit	Story-Drams-Poetry works
5	Production of 3D designs related to museum or open air environment visits	Students can be asked to create a 3D design related to the theatre
6	Designing a poster about museum or open air environment visit	Planning a poster or a collage of photos
7	Panel and exhibition works may be done about museum or open air environment visits (group work)	Panel and exhibition work after the visit using their own material
8	Conducting a post-test using google forms	Making a post-test
9	Self-Assessment Scale	Self-evaluation 1 Museum and Museology Self-evaluation 2 Museum and Education
10	Making a Visit Report	Preparation of visit report
11	Writing a letter of thanks after a museum or open air environment visit	It is suitable for younger students exercising their linguistic abilities

+A-PREPARATIONS BEFORE THE LESSON It is necessary for the students to know about the function of the place before the visit. So they must have studied about the place using the suitable items.

B-INDOOR AND OUTDOOR LESSON PLAN

1	Lesson Title	Getting to know a national park (<i>Sounio national park -Εθνικός Δρυμός του Σουνίου</i>) and an archaeological site(fortress and the Temple of Poseidon at Cape Sounion (5 th century B.C)
2	Class/Classrooms	3 rd grade- 5 th grade of secondary education (15-17)
3	Duration	4 hours
4	The name of the museum or open air environment	Sounio national park and the Temple of Poseidon at Cape Sounio
5	Meeting point and hour	It will be arranged
6	Returning point and hour	It will be arranged
7	The goals, objectives and acquirements of the museum or open air visit	1. Students will get to know the place of a national park through the experiential learning. 2. Students will get to know the place of an ancient fortress and an ancient temple through the experiential learning. 3. Students will get involved with the procedure of observation and understanding of an ancient place and building. 4. Students will activate all their senses and fantasy. 5. Students will realise the importance of a national park. 6. Students will realise the ecological geological and paleontological value of the area of the Sounio National Park. 7. Students will realise the importance of the place that made ancient Athenians choose the specific place as a fortress. 8. Students will understand the connection of the place to the pieces of history and art that existed there.
8	Staff on duty for museum or open air environment	Two teachers per class
9	Museum vehicle information	

C-METHODS TO BE FOLLOWED DURING LESSON

DAILY LESSON PLAN FOR MUSEUM OR OPEN AIR ENVIRONMENT					
Class	3rd-5 th grade	Topic	Sounio National Park (Εθνικός Δρυμός του Σουνίου) ,fortress and the Temple of Poseidon at Cape Sounion	DATE	It will be arranged
				LESSON HOUR	2 hours in the class, 2 hours in the Temple of Poseidon and 2 hours at Sounio National Park
Direct and indirect relation of the open-air environment with the lesson content at school. Connection of the visited place with other disciplines and subjects.					
<p>Students of the 3rd grade-5th grade in Secondary Education are taught about the Mediterranean Ecosystem in Geography and Biology (flora, fauna and avifauna) and fossils in Geography-Geology. Students are also taught in History about the historical period (from 480 BC to 404 BC) which started as an alliance of independent cities-states and gradually became an Athenian empire. A <i>period</i> of Athenian political hegemony, economic growth and cultural flourishing formerly known as the <i>Golden Age</i> of Athens with the later part The <i>Age of Pericles</i>.</p> <p>The visit to the Temple of Poseidon and National Park of Sounio will be related to the specific reasons that the place was chosen for as a fortress during the Peloponnesian War (431–404 BC) which was an ancient Greek war fought by the Delian League led by Athens against the Peloponnesian League led by Sparta.</p>					
ACQUISITIONS	Teacher: The students will connect their theoretical knowledge about the Ecosystems and historical data with the place seen during their visit They will also realise the destroy of an ancient place during the centuries and the need for protection and preservation of cultural heritage.				
	Student: They will understand the significance of the <i>protection</i> , restoration, and <i>conservation</i> of <i>ecosystems</i> . They will get used to implementing teamwork and experiential learning in a cross curricular approach.				
CONCEPTS AND OBJECTIVES			Thematic: Geography		
			Specific: Mediterranean Ecosystem, fossils, mineral ores, archiecture of temple, architecture order		
			Interdisciplinary relations: History, Arts (architecture), Mythology, Politics.		
METHODS and TECHNIQUES			Teamwork, experiential learning, active participation, cross curricular approach.		
TOOLS AND EQUIPMENTS (Things to be used during the lesson)			Worksheets, camera, map of the area, guidelines, notebooks.		
ACTIVITIES TO BE IMPLEMENTED			1.Research in the internet for the appropriate material 2.Forming teams 3.Studying the worksheets 4.Visiting the National Park, Cape Sounio and Temple of Poseidon 5.Filling in the worksheets		
LESSON PROCESS					

LESSON PROCESS	MAKING OBSERVATIONS	The students will have to observe the place and recognise: 1. The flora the fauna and avifauna of the National Park 2. The order of the Temple of Poseidon 3. The remains of the fortress at Cape Sounio	
	HAVING INFORMATION	The students will have to use all their knowledge in order to fill in the questions and activities in their worksheets.	
	COLLECTING INFORMATION	The students will have to use their imagination and recreate the image of the ancient fortress	
	FILLING IN THE WORKSHEETS		
	PREPARING A POSTERAND/OR A REPORT FOR THE CLASSROOM AND SHARING THEIR WORK THROUGH THE SCHOOL SITE IN THE INTERNET		
	ANSWERING A KAHOOT TEST IN THE CLASS AFTER THE VISIT		
1			
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6			
ASSESSMENT	1	Kahoot test	
	2	Making a poster about the visit	
	3	Making a story about the visit	
	4	Self evaluation test (pre test/post test)	

D-THINGS TO BE DONE AFTER THE VISIT		
1	Remembering the acquired feelings and observations during the visit by reading the answers of the worksheets used during museum/open air environment visit	Worksheets will be distributed to the students
2	Making brief comments about the subjects in the form of question and answer on objects seen during the visit	The students will work in teams to fill in the worksheets
3	Evaluation of the objects seen in the museum, history of the museum and the period and features of the works in the museum	The students will learn about the period and the features of the ancient theatre
4	Making a drama, writing a composition, story and a poetry about the museum or open air environment visit	Story-Drams-Poetryworks

5	Production of 3D designs related to museum or open air environment visits	Students can be asked to create a 3D design related to the theatre
6	Designing a poster about museum or open air environment visit	Planning a poster or a collage of photos
7	Panel and exhibition works may be done about museum or open air environment visits (group work)	Panel and exhibition work after the visit using their own material
8	Conducting a post-test using google forms	Making a post-test
9	Self-Assessment Scale	Self-evaluation 1 Museum and Museology Self-evaluation 2 Museum and Education
10	Making a Visit Report	Preparation of visit report
11	Writing a letter of thanks after a museum or open air environment visit	It is suitable for younger students exercising their linguistic abilities