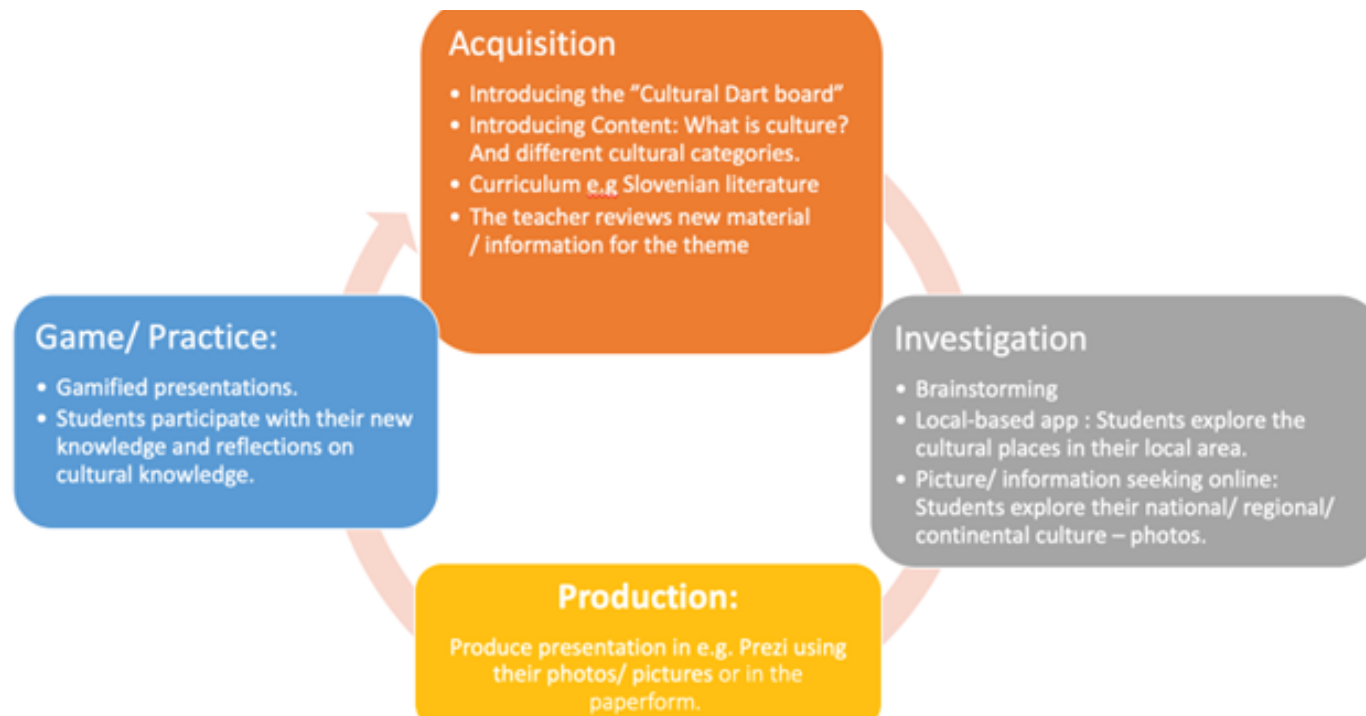


Hybrid Learning Communities – Subjects: Society, citizenship & technology, Project description:

Project description: “What am I a part of?” (Understanding Culture)

Summary: Students explore culture; Their own and those of other people. Connected items are used for both individual and social learning processes. The teacher's approach to this theme is through a circular didactic; visualized in the model below. The process can be repeated multiple times. To get deep into the subject, students must be introduced to new perspectives/ content on each rotation. As we deal with cultural knowledge, the content very much depends on the teacher's local context. The purpose of the materials is to support the teacher and the students to categorize their investigation. The student's structure their cultural knowledge by putting it onto “the Cultural dartboard”

Circular didactic structure



PART 1 - ACQUISITION:

Using e.g. presentation slides and “the Cultural dart board”, the students are introduced to:

1) The different understandings of culture:

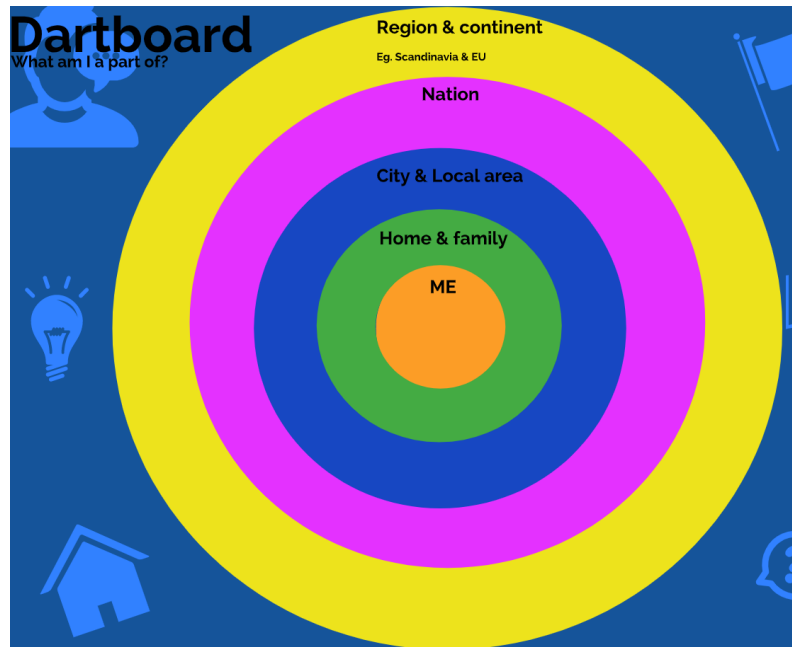
-Culture as values, norms, habits, rituals and knowledge that give a group a distinctive character and a collective identity.

- Culture as a process: Knowledge, meanings and values that people share and negotiate within social communities.

- Cultural activities meet people's needs: E.g. gastronomy - need for nutrition. Fashion - need for clothes. Architecture - need for housing.

2) The concepts that will help structure the investigative learning of the student’s culture:

The “layers” of culture	Cultural categories
<ul style="list-style-type: none"> • Individual layers: Me, my home and my family. • Local City & Local area. • National/ Nation • Regional & continental; E.g. Scandinavia & EU 	<p>Language & national culture.</p> <p>Nature forms a framework for people's living conditions and culture.</p> <p>Art in one form or another forms an essential element in all human cultures.</p> <p>Sports, play and physical activities/sports - important source of people's learning and development.</p>



Part 2- INVESTIGATIVE ACTIVITIES:

Brainstorm - What does the word culture mean to you?

Teacher info: Students have 5 minutes to write down what culture means to them.

After: Teacher and students reflect on the student's thoughts.

Student assignment: Write down everything that comes to mind about what culture is and what it means to you; On a piece of paper or in digital form.

Local based app

Teacher info: Use a location based learning app. E.g., Turfhunt, Find2learn, TeachOUT.

Plan the route and point out some places in your area/ city. This is an active way for the students to gain more local cultural knowledge.

- Example of a post in the activity could be: "You now stand in front of the city's football stadium, what does the city's football team mean to the city and to you?" ... "Take a picture of yourselves at the stadium for your presentation later."

Put the students into teams and let them answer and find new knowledge together.

Student assignment: Get the local based app downloaded on your phone. Take off with your group and respond to all stops on the tour.

Picture and information seeking online:

Teacher info: Students explore new information in the different cultural categories and thereby gain new knowledge. The info they find they "put into" their dartboard in the form of key words/ notes and pictures.

Student assignment: Explore new information and gain new knowledge about culture. Use the circles from the dartboard, and the helping word for inspiration. Put in key words from all the info you find into the dartboard.

Part 3 – PRODUCTION – Creating individual cultural dart boards

Dart board - Fill in your knowledge about culture.

Teacher info: Students write in their mother tongue about their own culture and the culture around them. This can be writing in a digital version or paper version. The student's also use their dartboard to fill in key words from cultural knowledge. The same paper/ digital version must be used each time the student gain new knowledges.

Student assignment: Take the Dartboard and fill in all the knowledge you have now about your own culture and the culture around you. Every time you have gained new knowledge, it must be written in the dartboard.

Part 4 – GAMIFICATION – Sharing cultural knowledge

The end of the students' investigative learning process is a gamified activity, where the cultural dartboard is used by the students in interaction.

The activity can be carried out in class at the tables with small-sized "dartboards" or outdoors with larger "dartboards" drawn up in, for example, the school yard. In groups, students "play" where they take turns throwing an object onto the dartboard that will land on one of the board's tiers. The students then take turns exchanging individual cultural knowledge from this layer with each other. They engage in dialogue about cultural differences and similarities and reflect on their new knowledge together.

After the group activity, the groups' learning and reflections can be shared in plenary in the class.

Didactic process: Before, During and after.

The teacher's process		The student's process	
BEFORE	<p>Find the learning objectives from the curriculum for the course that is meaningful for the class. Plan the introducing lesson. Prepare the posts/ tasks/ locations in the location based activity in a relevant app – TurfHunt/ Locatify, Find2Learn, TeachOUT or the like.</p> <p>Considerations: In choosing the content of the teaching, it is essential to consider which sub-areas of the relevant teaching subjects are included and the extent thereof; Which (e.g. local or national) content in which categories should be the subject of joint investigation and focus (e.g. in the location-based learning activity) before the students' individual investigations?</p>		

DURING Practice	<p>1. Introducing Content: What is culture and possibly the different cultural categories.</p> <p>Brain storming: Students have 5 minutes to write down what culture means to them. The teacher collects the slips of paper and writes all the words on the board.</p> <p>Discussion: The teacher guides the conversation by asking if all the associations are correct, what a particular one means, why that particular word is a cultural association, etc.</p>	BEFORE Introduc-tion and acquisition	<p>Learning through Acquisition: The students listen and observe.</p> <p>Investigation: Reflect/ brainstorm – what does culture mean (for me)?</p> <p>Students think about what culture means to them and write all the associations on a piece of paper.</p> <p>Discussion: Ask questions to understand. Students take part in the conversation, comment, identify mistakes, etc.</p>
	<p>2. "Cultural Dart board" Teacher: Introducing the cultural layers and categories (slides/ poster/ dart board). Teacher gives students templates and introductions (what a particular colour or circle means). Make sure to ensure that the students understand the meaning of 1) the concept of culture and 2) the division into layers and categories used on the dartboard.</p> <p>Discussion. I had to guide the students through each circle and colour, explaining exactly what they needed to write in each circle.</p> <p>Playing Cultural Dart board: Together we set the rules of the game and then it was my role to guide, ask questions, listen and keep an eye on the time so we didn't run too long.</p> <p>Because: It is important that the teacher is supporting the students investigation and production by participating as an</p>	PRACTICE Investigation and Production	<p>Student: listen and observe, ask.</p> <p>Discussion: My students had a lot of questions and a hard time understanding what they had to write in each circle, how to even fill in each circle according to the instructions.</p> <p>Homework: Students then completed a dartboard at home, following the instructions, by making their own (drawing it, enlarging it, using a computer, etc.).</p> <p>Playing: This was not a classic game of darts. First we agreed how we were going to play. We used a paper ball. One student was assigned to come in front of the board. He put the dartboard on the floor and dropped the ball on the dartboard. On the circle where it was inserted, he said what he had written. The other students listened and compared with their own writing. Then we also compared out loud especially what is it that they have in</p>

explorer and not as an expert. Instead of having all the answers, the teacher should support the students in their investigation, reflection and development of their cultural-identity and to know and accept their classmates' cultures.

Extra task:

Researching and learning about the birth of Slovenian language and literature

OUR GOAL: to connect the term culture in our research on the birth of e.g. Slovenian literature and language.

3. Location based activity

The teacher observes the students while they “play”. The teacher must focus on observing signs of the interdisciplinary learning criteria and subject specific criteria.

The teacher supports the student’s dialogue by participating in the dialogue and giving feedback and feed forward.

Example for Slovenian Literature:

Through the TeachOUT app, students learn about medieval monuments and buildings, especially monasteries, their significance and what activities took place in them in the Middle Ages. They learn about and explore the importance of monasteries as centres of culture, education. They were health centres, where books were written or even printed, where medicinal plants were cultivated, etc. Today, they are important because they house museums, libraries with the oldest books.

common and what makes them different. Then another student came in, and so on, until we had looked at all the circles and compared them with each other. If it happened that the ball landed on the same circle as before, it was thrown again.

Students:

Researching and learning about the birth of Slovenian language and literature.

And most importantly - with the birth of the Slovene language, we also get the beginning of Slovene literature. The credit for this goes to the priests and the monasteries.

Learning through investigation

Turf hunt/ **Teachout**/ photo tour: Students explore the cultural places in their local area. Students take photos to represent the cultural places/ concepts for their presentation.

Picture/ information seeking online: Students explore their national/ regional/ continental culture – find photos to represent this for their presentation.

Learning through digital production

Produce a presentation using their photos and pictures in e.g. Prezi, Power Point, Google Slides or a video editor.

		<p>AFTER Reflection through gamified presentation.</p>	<p>Learning through Practice: Gamified presentations. Students participate with their new knowledge and reflections on cultural knowledge.</p>
<p>AFTER</p>	<p>Think about how it was and did we achieve our goals?</p> <p>What do we want to do next with the students?</p> <p>Apply knowledge about culture, the development of Slovenian language and literature, the game Teachout, and the broad meaning of the word culture in other areas.</p>		