



COVET

**Continuing Professional
Development
in Vocational Education
and Training**

Digital Cultural Mapping

Inspiration for online teaching





In the COVET project, we have collected many great examples of teaching that have been transformed from the classic off-line version into a modern online learning method.

These sample lessons have been created by VET teachers from different EU countries. We present them to you as inspiration for your work.

The lessons are particularly suitable for vocational teachers, but can also serve as a training tool for teachers, trainers and lecturers in other educational settings.

All sample lessons, training materials as well as all information about the project are available at:

<https://www.covet-project.eu/>

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Co-funded by the
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Digital Cultural Mapping

In this lesson, students will assimilate the concepts of cultural heritage and learn how to create their own cultural map.

Offline version of the lesson

- Brief brainstorming on what cultural heritage is. The teacher asks the students what cultural heritage is to them and why it is important to value/save it.
- The teacher gives an introduction of the concept of cultural mapping through a Powerpoint presentation projected in class.
- The teacher provides some examples of cultural mapping and good practice on the topic.
- The teacher then explain to the class the process that will guide them in creating the map
- The class be divided into groups (5-6 persons each group)
- Depending on the age of the students and what the school can provide, the teacher distributes paper, pen, colors to draw a map or a ready-made map (e.g. of the area where the school is located) and post-it notes to put the content on the map. Students will work in groups so the sheets where they draw the map or the ready-made map must be large enough for everyone (about 1 m x1.5m).
- At this point, the teacher should leave the groups of students free to choose the topic of their map. He/she can offer suggestions for example
 - urban art, street art
 - hidden cultural treasures
 - food and memory
 - historical stories and myths
 - and so on...
- Give the students enough time to write down stories, facts, memories, jokes on post-its and pin them to the most suitable place on the map. The right amount of time depends on the class, about 1 hour can be sufficient (if you chose to let students draw the map, consider extra time). During this activity the teacher should go around the tables to help and answer questions.
- Once the time for completing the maps is over, each group must show and explain their map to the rest of the class, explaining the process that led them to choose the topic and content of the map.
- When the maps have all been presented, it is good idea to photograph or scan the maps to have a backup of the work done

Shift to online version of the lesson

It is important to maintain the idea of group work also online, because it is true that everyone can create his or her own cultural map, but the outpouring of ideas, memories, stories is an integral part of the process of creating a map that has as its central point the preservation of a territory's cultural heritage.

All class participants must have adequate technology and internet connection to support group work.

Reasons for the decision

- Allows several classes to be mixed
- Students do not have to be all together at the same time
- Teachers can conduct classes the way they did in a real classroom, but they can also share the contents of their screen, draw over a whiteboard to explain things better, mute participants for a seamless teaching session

Tools and apps used

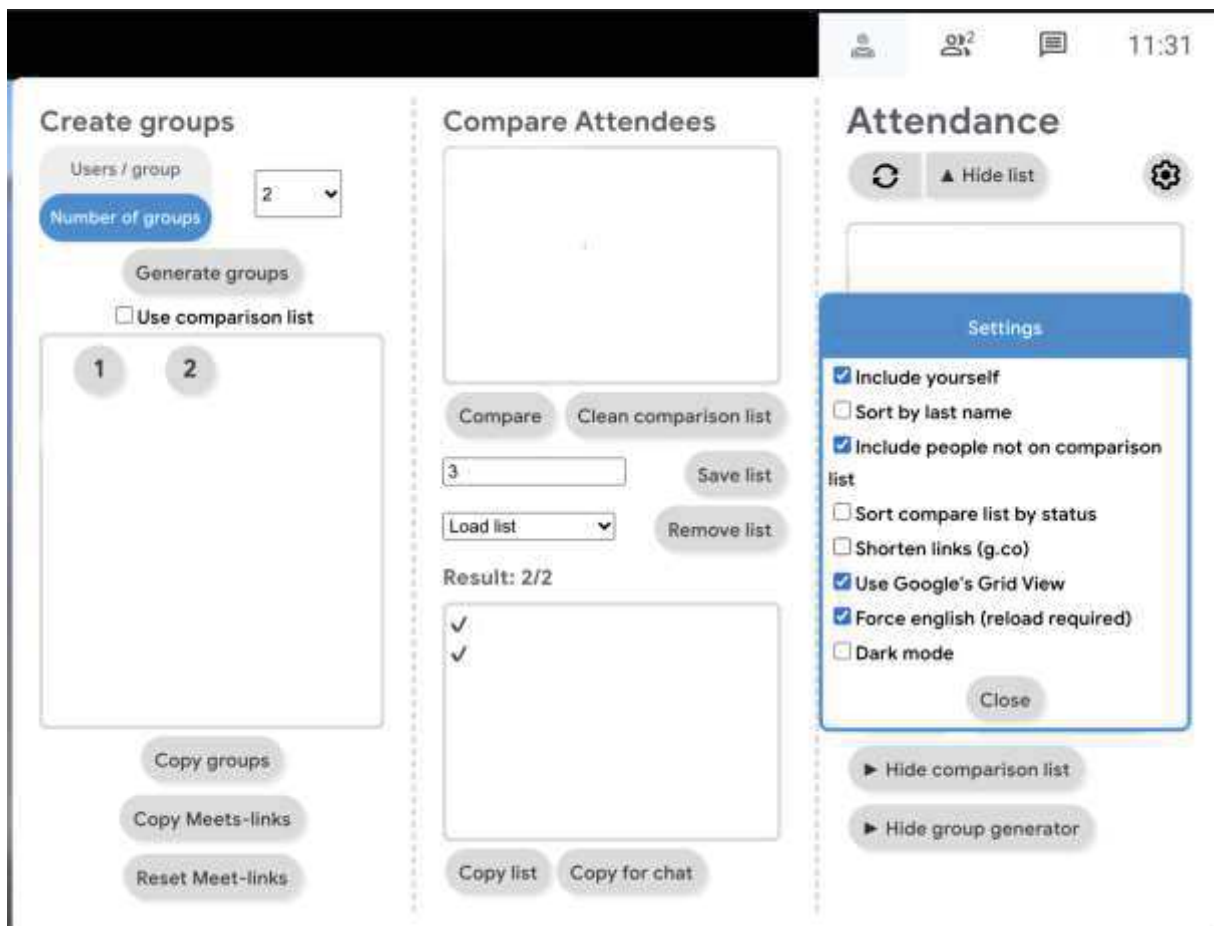
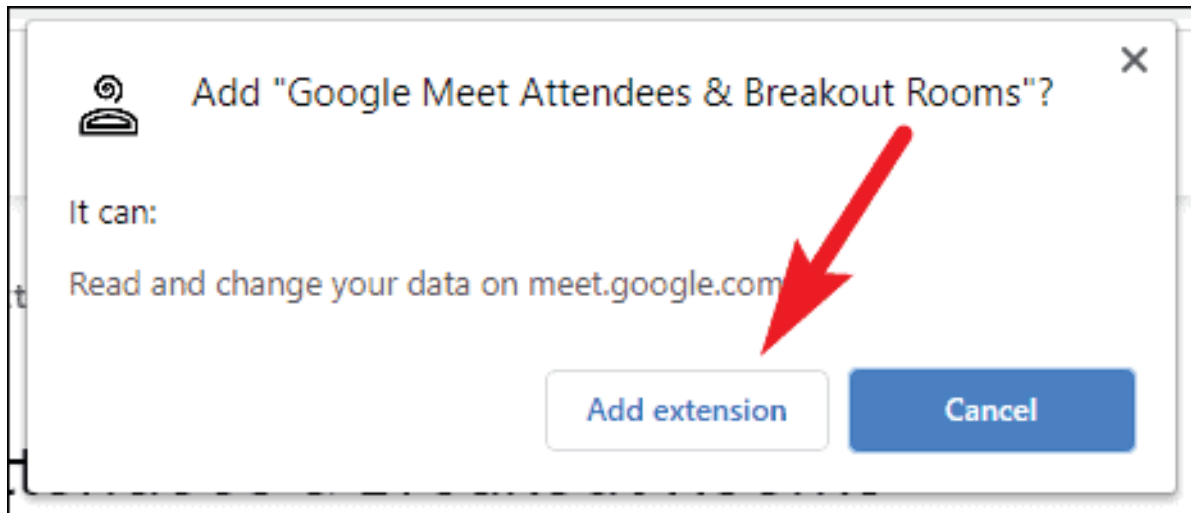
- Google Calendar and Google Meet: for Brief brainstorming
- PowerPoint gives an introduction of the concept of cultural mapping and provides some examples and good practice on the topic.
- Google Meet Attendees & Breakout Rooms plugin to divide the class into groups during the video lesson
- Miro to create a virtual blank sheet on which to draw your own map and insert post-it notes with content
- Google MY Maps to create your own cultural map

Competencies needed to be newly acquired

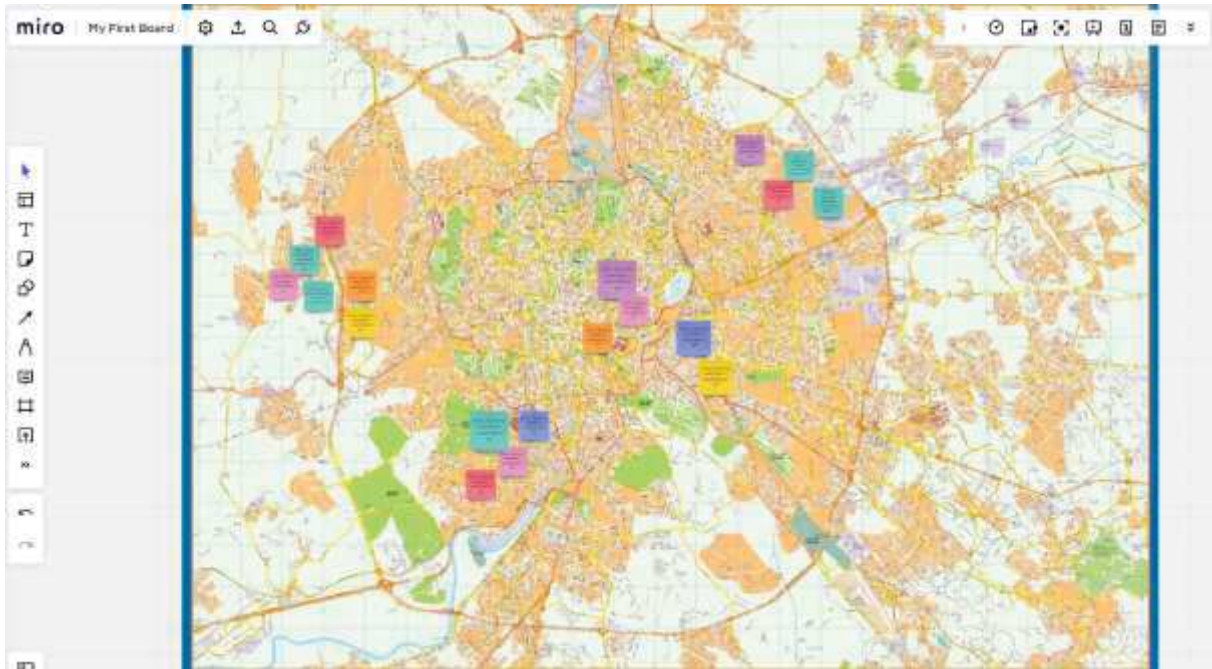
- Create a lesson on **Google Calendar** and **Google Meet**
- Create a simple but engaging presentation with **PowerPoint**.

Some examples:

- One idea, one slide. Don't fill slides with text
 - Two colors, two fonts. maximum
 - Keep rhythm and movement by inserting videos.
 - Use icons or pictograms
 - Let quotes do the talking
 - Use images to emphasize important concepts
 - Simplify through visual associations
 - Offer simple content
- **Google Meet Attendees & Breakout Rooms** provides the possibility of dividing the class online for group work and managing groups intelligently. Specifically, the plugin once installed takes effect when a video conference is started



- **Miro** to create a virtual blank sheet on which to draw your own map and insert post-it notes with content

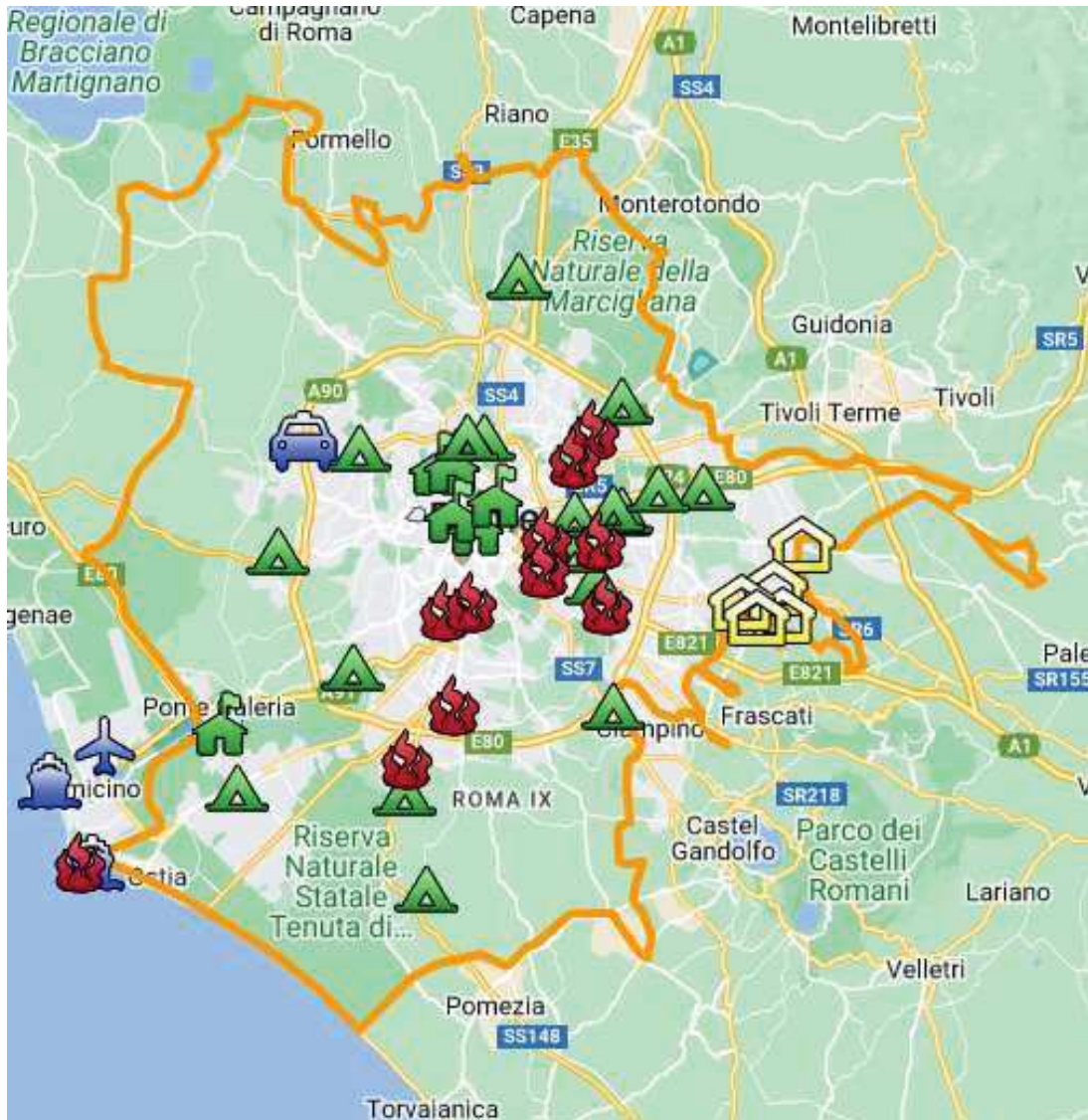


- **Google MY Maps** to create and share customized maps



- Log in to My Maps with your Google account;
- Click on 'Create a new map';
- Select 'Untitled map' to assign a title and description to the map
- Click on 'Save' to save your changes;
- Type a place of interest you want to add to the map in the search bar and click on the magnifying glass to start the search;
- Select "Add to map" to complete the entry;
- Repeat the same operation for the other attractions you wish to add.
- The map is automatically saved on Google Drive.

- To share it with other people, simply click on 'Share' and select your preferred sharing method.



Feedback from the lesson

Strengths:

- Students can also access their work later or another day according to their needs. A time of 2-3 days could be given to add something that one did not have in mind at that time.
- At home, on their own computer rather than in the classroom, students have access to more material such as photos, music, personal videos to insert in the map

Weaknesses:

- Not all students respond well to this type of lesson because they need to be present to feel accompanied in their learning process.
- It is more difficult to moderate online groups.

Online version of the lesson

- The teacher plans the lesson and shares the link with the class via **Google Classroom**
- Brief brainstorming on what cultural heritage is. The teacher asks the students what cultural heritage is to them and why it is important to value/save it.
- The teacher gives an introduction of the concept of cultural mapping through a **Powerpoint** presentation projected in class.
- The teacher provides some examples of cultural mapping and good practice on the topic.
- The teacher then explain to the class the process that will guide them in creating the map
- The class will then be divided into groups (5-6 persons each group) with **Google Meet Attendees & Breakout Rooms**.
- Depending on the age of the students, the topics of the maps teacher can choose between
 - **Miro** with the same board for all groups (assigning a portion of the notice board to each group) or with a different board for each group.
 - **Google my map**.
- The choice of programme depends on the age of the students and how efficiently they are able to work independently.
- At this point, the teacher should leave the groups of students free to choose the topic of their map. He/she can offer suggestions for example
 - urban art, street art
 - hidden cultural treasures
 - food and memory
 - historical stories and myths
 - and so on
- Give the students enough time to write down stories, facts, memories, jokes and pin them to the most suitable place on the map. The right amount of time depends on the class, about 1 hour can be sufficient (if you chose to let students draw the map, consider extra time).
- Once the time for completing the maps is over, each group must show and explain their map to the rest of the class, explaining the process that led them to choose the topic and content of the map.
- When the maps have all been presented, it is a good idea to allot extra time (a few days) to add something and eventually save all the material to the cloud.



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2020-1-CZ01-KA226-VET-094350

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