



The Creative School



Open Educational Resources

*Online learning through
object based learning*

Topic: Facilitation

Age Group: 7-11, 11-14, 14-18 years old



Erasmus+

Authors

Jenny Siung (OBL)

Jenny Siung (How things are Made)

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The Creative School project has been funded with the support of the European Union and the French National Agency for the Erasmus+ Programme (Grant Agreement 2019-1-FR01-KA201-062212). This publication reflects

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The Creative School open educational resources include the following learning modules, here listed according to subject matters and age of the target students:

	 7-11	 11-14	 14-18
 Art History		Let Them Live Again	Let Them Live Again
 Citizenship and Philosophy	Ethical Dilemmas	Ethical Dilemmas	Ethical Dilemmas
 Environment, Natural Sciences	Biodiversity and Visual Arts	Biodiversity and Visual Arts	
 Facilitation	Online learning through object based learning	Online learning through object based learning	Online learning through object based learning
 Geography	Urban walks	Urban walks	
 History			How did young people live?
	Photos as memories of the past	Photos as memories of the past	Photos as memories of the past
 STEAM			Critical thinking on climate change
	#Empowering YouthVoices	#Empowering YouthVoices	#Empowering YouthVoices
		Hungry Algorithms	Hungry Algorithms
 Teachers Training	Europeana as a learning tool	Europeana as a learning tool	Europeana as a learning tool
	Practical approaches to teaching with objects	Practical approaches to teaching with objects	Practical approaches to teaching with objects

The Creative School project develops learning modules for children and schoolteachers, promoting self-directed learning, critical and visual thinking skills by using cultural heritage content made available by the partner organisations. The present output has developed a set of training materials focusing on the development of thinking skills through engagement with cultural heritage.

More and more children and young people need to develop higher level thinking skills in order to find solutions to social, emotional and economic problems, both personally and in the context of the wider world. They are encouraged to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use creative and critical thinking purposefully.

The main beneficiaries of the project include primary and secondary school teachers, who, through engaging with the project will become equipped with the skills necessary to facilitate pedagogical strategies for creativity and critical thinking. Children and young people involved as participants in the Creative School project will develop the skills required to respond to the challenges offered by the Creative School curriculum.

We hope this material will bring a new dimension to your work and inspire you to use it for fostering creative and critical thinking among young people. The selected topics have been chosen together with teachers and educators coming from Austria, Croatia, Finland, France, Ireland, Italy and the United Kingdom through focus groups and surveys.

Each material is accompanied by key learning points as well as several interesting facts or pieces of information, which are intended to be used to provoke further discussion. The most appropriate age group is also indicated.

Wherever possible we have included a short interactive activity that can be carried out with students or a series of suggested questions to ask, in order to introduce the topics of each learning module. Should you wish to explore certain topics or themes further, each material includes a link to other related ones. When available, a general list of additional educational resources related to the topics is also provided.

The material and accompanying text are designed as standalone educational aids. In this respect, the resource is intended to provide an overall framework from which you can pick and choose the issues most relevant to your activities. The module can be used within any country any context as it deals with issues, which are cross-border and universal.



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For more information about *The Creative School* project, please visit:

<https://www.creative-school.eu/>

Online learning through object based learning

Topic:



Facilitation

Age range:



7-11



11-14



14-18

This self-development (CPD) module can be used to provide context to working with objects in the classroom.

Time:



60 minutes

Materials and tools:

Introductory video

PowerPoint slides

Support sheet

Instructions including encourage students and teachers to use objects from home/classroom

Worksheets

Learning objectives:

Encourage children to:

- Think in a creative and critical way about using online objects in a learning environment such as the classroom or gallery space;
- Understand the framework of facilitating learning through objects.

Success criteria:

By the end of the workshop teachers / students will be able to:

- Encourage group and class discussion
- Provide a direct link to the past
- Engage the senses, especially touch and sight
- Develop skills—observation, inquiry, evaluation, group work, speaking, listening and deduction

Keywords:

Object-based learning; critical thinking; creative thinking

Description of the resource

Object based learning (OBL) is a student-centred learning approach that uses objects to facilitate deep learning. The use of objects can act as multi-sensory “thinking tools” to promote learning. The objects are used to stimulate the learners’ imagination and to help them apply their understanding to other contexts and problems. The central proposition of OBL is that working with objects mediates and strengthens learning.¹

Exploring the Chester Beatty collections through themes

The themes are structured in a holistic manner to accommodate multiple learning styles of your students. As part of the process teachers select one theme, encourage students to bring in objects from their homes that link in with the theme prior to the online activity (see image below as an example).

Five core themes are available for teachers and students as a means to engage with the diverse and wonderful collections of the Chester Beatty. These include:

- How things are made
- Fashion
- Journeys
- Fantasy and imagination myth
- Sacred



Handling objects © Trustees of the Chester Beatty Library, Dublin

The aim of Object Based Learning is to:

- Equip teachers with tools to help children from diverse backgrounds connect with their community and contribute to their sense of identity, which is central to their development

¹ Romanek, D. and Lynch, B., Touch and the Value of Object Handling: Final Conclusions for a New Sensory Museology. *In Touch in Museums: Policy and Practice in Object Handling*, edited by H. J. Chatterjee. Oxford and New York: Berg, 2008.

- To encourage and promote the voice of the children, to unlock their creativity
- To encourage students communicate with each other through group discussion in their class
- Provide connections with historical themes through objects
- To engage with sensory learning including touch, smell and sight
- Develop skills including observation, inquiry, evaluation, group work, communication and listening skills
- Enable them to share their thoughts stimulates peer-to-peer learning, which has the potential to benefit them in every environment as well as across the curriculum

Instructions for teachers

This module has been designed to take you through different approaches to facilitating learning through objects.

In the classroom:

- Select a theme from the 5 available for the session
- Look at the support/guidance sheet and select a number of recommended objects to work with your group
- Watch the related video for your selected theme
- Use the PowerPoint to explore the images

Timings

Time	Activity	Resource
5 mins	Introduction	Video (no video at the moment)
10 minutes	Discussion	PowerPoint (Fantasy & Imagination)

Teaching through objects self-development module



7-11



11-14



14-18

How to facilitate the workshop / workshop preparation / teaching input

Start by watching the video

Chester Beatty & Heritec to make a short video (tbc) to illustrate OBL session

These questions can be used for all age-groups and adapted depending on the learning context



7-11

Where is your object from?

How old is it?

What colour is your object?

What do you think your object is made out of? (metal? wood? paper? stone? clay? cloth?)

Does it have any decoration?

If yes, describe it Is your object complete or broken?

If it is broken, what do you think might have happened to it?

Use five words to describe your object

What do you think your object was used for?

The object is (have a guess if you don't know!)

Draw your object!



11-14

Where is your object from?

How old is it?

What colour is your object?

What do you think your object is made out of? (metal? wood? paper? stone? clay? cloth?)

Does it have any decoration?

If yes, describe it Is your object complete or broken?

If it is broken, what do you think might have happened to it?

Use five words to describe your object

What do you think your object was used for?

The object is (have a guess if you don't know!)

Draw your object!



14-18

Where is your object from?

How old is it?

What colour is your object?

What do you think your object is made out of? (metal? wood? paper? stone? clay? cloth?)

Does it have any decoration?

If yes, describe it Is your object complete or broken?

If it is broken, what do you think might have happened to it?

Use five words to describe your object

What do you think your object was used for?

The object is (have a guess if you don't know!)

Draw your object!

Guide to the slides / facilitating the discussion / questions for animating the discussion

Theme *Fantasy and Imagination* OBL on Zoom activity

- Slide # 2: image of the Chester Beatty (exterior)
Image of a student exploring a dragon robe in the Chester Beatty
- Slide # 3: portrait of Sir Alfred Chester Beatty
- Slide # 4: interior shot of Sacred Traditions Gallery Islamic section (left hand side), Christian section (upper right hand side) Eastern religions (lower right hand side)
- Slide # 5: interior shots of Arts of the Book Gallery
- Slide # 7: link to image of Dragon Robe
https://viewer.cbl.ie/viewer/image/C_1052/1/LOG_0000/
Note: can zoom in and out of this image online. Title of image: Yellow silk dragon robe, embroidered yellow silk dragon robe made c. 1750 in China, object number C 1052
- Slide # 8 link to image of Seven Lucky Gods
https://cbl01.intranda.com/viewer/image/J_2415/1/LOG_0000/
Seven lucky gods Artist and production place: Kitao Shigemasa (attributed to) Tokyo, 1770s. Colour woodblock print of 'Seven lucky gods' attributed to Kitao Shigemasa, published by Nishimuraya Yohachi; printed in Edo (modern Tokyo), Japan, during the 1770s.
Pictured together on their treasure ship, Japan's Seven Gods of Good Fortune are an auspicious company drawn from diverse traditions.
The musical goddess Benzaiten, hammer-carrying Daikokuten, round-bellied Hotei and fierce guardian king Bishamonten all came to Japan through Buddhism. Invoked for long life, Fukurokuju and Jurōjin have their origins in Chinese Daoism. Ebisu is identified with deities of Japan's indigenous Shintō faith; often shown fishing, here he is depicted with a red snapper.
- Slide # 9: link to image of Book of the Dead
https://cbl01.intranda.com/viewer/image/Pap_XXI_4/1/LOG_0000/
Book of the Dead of Lady Neskheh, Egypt, c. 300 BC, object number Pap XXI.4
- Slide # 10 link to image Four Horsemen
https://cbl01.intranda.com/viewer/image/WEp_0021/1/LOG_0000/
The Four Horsemen Apocalypse (Apocalipsis cum figuris), Dürer, Albrecht, Germany, c. 1498, printed 1511. Object number WEp 0021
Woodcut on paper of the Four Horsemen of the Apocalypse riding out by Albrecht Dürer made c. 1498 in Germany. Plate four of fifteen from the Latin edition of Dürer's Apocalypse series printed 1511.

Facilitating online learning through object based learning self-development / CPD module How Things are Made for secondary schools

Topic:



Facilitation

Age range:



11-14

This self-development (CPD) module can be used to provide context to working with objects in the classroom.

Museum context: select either Chester Beatty Arts of the Book or Sacred Traditions galleries where a class is introduced to the theme; divide the group into 3's; each group has a clipboard, paper and pen; assign a section and object within the gallery space with 3 core questions with overarching theme how things are made: what do you see, what makes you say that, is there anything else you can see?

Classroom based activity: download specific images from the Chester Beatty digital collection and other resources such as Europeana; divide the class into 3's; each group has a tablet, clipboard, paper and pen; assign an image from the online gallery with 3 core questions: what do you see, what makes you say that, is there anything else you can see?

For both activities, participants have the opportunity to discuss among themselves their perceptions and knowledge of the object they are exploring

Time:



Museum and Classroom times approx. 1 hour (adapt this time to suit the class as standard time in some schools is 40 mins per subject) – this could be extended to 1 hour and 30 mins with permission from the school

15 mins per object exploration in the gallery space

20 mins per group for feedback

15 mins for overall feedback

10 mins wrap up

Materials and tools:

Museum: gallery space

Objects on display:

www.chesterbeatty.ie

Collections page

Tablet

<https://www.europeana.eu/en/galleries/calligraphy-across-cultures>

<https://www.europeana.eu/en/exhibitions/past-to-present>

<https://www.europeana.eu/en/blog/the-greatest-traveller-in-history-the-life-and-places-of-ibn-battuta>

<https://www.europeana.eu/en/galleries/albrecht-durer>



Learning objectives: Encourage teachers / students to:

- Think in a creative and critical way about using objects in online in a learning environment such as the classroom or gallery space;
- Understand the framework of facilitating learning through objects.

Success criteria: By the end of the workshop teachers / students will be able to:

- Encourage group and class discussion
- Provide a direct link to the past
- Engage the senses, especially touch and sight
- Develop skills—observation, inquiry, evaluation, group work, speaking, listening and deduction.

The 4 Cs: Creative and critical thinking, communication and collaboration

Creativity and Innovation: thinking creatively and working in groups, using new technologies (ICT/AR) and existing tools to explore the world, exploration of museum objects, share storytelling techniques;

Critical Thinking: making connections among cultures and exercise visible thinking through the objects;

Communication: listening to other opinions respectfully, articulating thoughts and ideas, expressing opinions clearly among peers and during the exhibition, sharing personal ideas/stories;

Collaboration: working in groups with the same focus and the same goals, respecting and accepting other ideas;

Information Literacy: accessing and evaluating information found on the Chester Beatty website

Visual Literacy: be able to read images through facilitate learning session

Keywords: Object-based learning; critical thinking; creative thinking

Description of the resource

Object based learning (OBL) is a student-centred learning approach that uses objects to facilitate deep learning. The use of objects can act as multi-sensory “thinking tools” to promote learning. The objects are used to stimulate the learners’ imagination and to help them apply their understanding to other contexts and problems. The central proposition of OBL is that working with objects mediates and strengthens learning.²

Exploring the Chester Beatty collections through themes

The themes are structured in a holistic manner to accommodate multiple learning styles of your students. As part of the process teachers select one theme, encourage students to bring in objects from their homes that link in with the theme prior to the online activity (see image below as an example).

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- To encourage students communicate with each other through group discussion in their class
- Provide connections with historical themes through objects
- To engage with sensory learning including touch, smell and sight
- Develop skills including observation, inquiry, evaluation, group work, communication and listening skills
- Enable them to share their thoughts stimulates peer-to-peer learning, which has the potential to benefit them in every environment as well as across the curriculum

Instructions for teachers

This module has been designed to take you through different approaches to facilitating learning through objects.

In the classroom

- Select the theme How Things are Made for the session
- Look at the support/guidance sheet and select a number of recommended objects to work with your group
- Follow the facilitated learning outline
- Download images from the Chester Beatty website

Activity Plan How Things are Made

How things are made (museum visit)

General introduction to the Chester Beatty museum to the group. Facilitator will introduce the theme of the activity to the group how things are made; the nature of museum collections, how this museum plays a role in sharing world cultures for people to engage and learn something about themselves.

- Introduce the group will be assigned a task as part of their exploration of the museum collection
- Divide the class of students into 3's and assign them with paper, clipboard, pencil and tablet
- Within the groups of 3's there is someone to take down the feedback (an assigned scribe) and the other 2 help find the object and assist each other with feedback
- Each group is given an object to locate in the gallery using 3 key questions: what do you see, what makes you say that, is there anything else you can see?
- The facilitator and teacher overview and touch base with each group to make find out how they are progressing with the activity
- The groups re-convene in the central part of the gallery
- Feedback is communicated by each group in front of their object with the support of the facilitator to encourage peer-to-peer learning as well as peer review of the learning process
- To close the session each group will upload their feedback about the session on the tablet using mentimeter 3 keywords to summarise their experience of the session

Classroom based activity

If the school is unable to facilitate an onsite visit, the Chester Beatty will hold a session online using Zoom or a similar platform approved by the school.

Students will prepare in advance of the session and bring in an object from their home that reflects the theme how things are made

The facilitator will introduce the theme how things are made by using online images from Europeana and the Chester Beatty digital collections. Key images reflecting world cultures will be shared with students online using digital tools such as PowerPoint, Canva, etc.

Key questions will be used to engage students with the images: what do you see, what makes you say that, is there anything else you can see?

Invite students to share their object from their home to discuss how their object is made

Encourage students to follow-up this session and invite them to photograph their object, link it with the classroom based activity, upload it on to a platform e.g. Canva, Prezi, Google Dashboard, Padlet with a description of their exploration of their object, what they learned about from the online session



Useful links

- https://www.open.edu/openlearn/ocw/pluginfile.php/631249/mod_resource/content/1/24mus1_10t_3.pdf
- https://www.open.edu/openlearn/ocw/pluginfile.php/631248/mod_resource/content/1/24mus1_09t_3.pdf
- https://www.open.edu/openlearn/ocw/pluginfile.php/631245/mod_resource/content/1/24mus1_03t_3.pdf
- <https://www.ucl.ac.uk/culture/schools/teaching-object-based-learning>
- <https://mgns.w.org.au/sector/resources/online-resources/education/object-based-learning-school-groups-museums/>

Ideas for additional activities

Make my own museum

- Invite students in the class to work with a selected theme of museum e.g. a science museum; archaeology; natural history, art, etc.
- Divide the class into groups e.g. one group develops the layout of the museum; the other group decides on content and display
- The museum can be made out of cardboard e.g. see:
<https://www.brandywine.org/museum/blog/curating-collection-make-your-own-museum-home>
- Students bring their own related objects to create displays and installations
- Students are encouraged to discuss their museum, why they chose the theme and how they selected the objects
- Display their museum in the classroom