MUSEUM EDUCATION AND EDUCATIONAL TECHNOLOGY, PEDAGOGICAL MATERIAL IN THE FRAMEWORK OF THE EUROPEAN COMENIUS REGIO ARCA.DIA.LOGUE PROGRAM: THE CASE OF TÉRIADE'S "27 GREAT ARTISTS' BOOKS"

Teriades "27 lielo mākslinieku grāmatas": Eiropas programmas "Comenius Regio ARCA.DIA.logue" projektā izstrādātie mākslas videoklipi kā mācību līdzeklis vidusskolēniem

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Abstract. *The cultural heritage of a museum, regardless of that museum's size, is unique and richly deserves to become known to the public in general and the student community in particular. The purpose of the present publication is to showcase "27 Great Artists' Books," which is but one of the many treasures of the Tériade Collection housed in the Stratis Eleftheriadis Museum–Library in Mytilini, the capital of the island of Lesvos, Greece. More specifically, it seeks to promote the art videos which were designed and created on that seminal segment of the Tériade Collection within the framework of the European Program Comenius Regio Partnership ARCA.DIA.logue (2013–15). What is more, those art videos constitute the foundation of the present proposal which discusses a didactic approach addressed to European Secondary Education students. That approach comprises three stages and is indicative only: teachers may give it the shape that best serves the needs of their classes under their tutelage.*
Keywords: *TERIADE's Great Artists' Books, educational proposals, video, Comenius Regio Partnership ARCA.DIA.logue European Program.*

Introduction

The integration of field trips and visits to museums, theme parks, and other extracurricular frameworks into a school year's syllabus improves the students' cognitive skills and hones their critical thinking process. Be that as it may, such field trips and visits, however desirable, are not always feasible. For instance, distance and monetary constraints make it extremely difficult for students living in one country to become familiar with the cultural heritage displayed in museums of other countries. In light of such considerations, various other methods of distance learning were devised, to allow students to become acquainted with the treasures of museums in countries other than the students' own (see for example Cahill & Kuhn & Schmoll & Pompe & Quintana, 2010).

The aim of this work is to create pedagogical material (educational videos) for secondary schools and to showcase "27 Great Artists' Books," which is one of the many treasures of the Tériade Collection housed in the Stratis Eleftheriadis Museum–Library in Mytilini, the capital of the island of Lesvos, Greece. The methodology was developed within the framework of the European Program Comenius Regio Partnership ARCA.DIA.logue (2013–15): "our path to awareness of our cultural, regional and historical heritage". This proposal seeks to promote the art videos which were designed and created on that seminal segment of the Tériade Collection.

A secondary aim is to give the instructional guidelines to be able to process the rare material that is filmed in these videos. Finally, it provides a basis for study through the project on the basis of the themes of the European program.

The program was implemented by the 1st Athens Directorate for Secondary Education (A' Athens DI.D.E.), Attica, Greece, in tandem with the Puglia Regional Education Office (Ufficio Scolastico Regionale per la Puglia), Italy. The impetus for this particular video production was provided by a temporary exhibition housed at the Byzantine and Christian Museum, Athens, June 19, 2013 to January 12, 2014. The theme was "27 Great Artists' Books". It entailed the great artists' books under the umbrella of the Tériade Collection and became part of the program's actions. The permanent home of the Tériade Collection is the Stratis Eleftheriadis (Tériade) Museum–Library on the island of Lesvos (Mytilini), Greece [3]. The videos produced are freely accessible online. They have subtitles in English and have been posted on the program's website [2]. With a view to familiarizing European Secondary Education students with Tériade and his lifelong work, the same website offers an inquiry–oriented lesson in Greek in the format of a WebQuest.

Aim

"Museum experiences are immersive, enabling pupils to achieve what Csikszentmihalyi calls a 'state of flow.' This is characterized by an absorption in the task at hand, and a 'spontaneous, almost automatic' response from the pupil, who is motivated to take part. Achieving this 'state of flow' can result in a beneficial and intense learning experience" (Watson & Dodd & Jones, 2007: 74). Consequently, within its framework, the present proposal offers the premise that, an approach – to the videos produced for the purposes of the program – which is carefully designed and makes use of the new technologies may succeed in bringing the Museum closer to Secondary Education students and create that 'state of flow'. More specifically, such an approach may provide an opportunity to:

1. Present the overall work of Stratis Eleftheriadis (Tériade) and, in particular, the Collection "27 Great Artists' Books". By means of the distance learning process, such a presentation will familiarize students with the art treasures housed at the Stratis Eleftheriadis Museum–Library on the island of Lesvos (Mytilini), Greece.
2. Study in an interdisciplinary manner significant themes such as: (a) "Art and Eros" through the work of Laurens, Chagall, and Matisse who uses the lithographic technique to present the Collection "Poèmes" by Charles d' Orleans and create the illustrations; (b) "Art and the City" through the work of Léger and Giacometti; (c) "Art and the Circus" through the work of Rouault, Léger, and Chagall; and (d) "Art and Memory" through the work of Bonnard and Miro.
3. Become familiar with the Modern Art masterpieces of pre–eminent painters.
4. Employ the videos as an indispensable teaching aid when organizing cultural actions targeting Secondary Education throughout Europe.
5. Use the videos as the foundation for research projects carried out by high school students since all videos feature subtitles in English.

Materials and Methods

"Museums now operate across three spheres: their physical site; online (via websites and user–generated social media); and the realm of mobile phones. Museums will always have physical sites – collections are fundamental to their very being. However, all trends point to the growing use of the web and social media in communicating, networking, building community and sourcing information" (Kelly, 2011: 3). Cell phones have also begun playing an increasingly important role in discovering the art treasures housed in museums (see for example Burnette & al, 2011). Equally

important is the role played by Web 2.0 which is paving the way towards bringing high school students closer to the cultural heritage masterpieces displayed in museums.

The ARCA.DIA.logue European Program did not initially have the relationship between Museum and School as its key goal. That action evolved parallel to the one that entailed production of the videos as first–time material to be used during the program's intergenerational actions. The videos produced for the needs of the program [1] are an exceptional audiovisual source of intense motivation for high school students to become familiar with Stratis Eleftheriadis (Tériade), the Tériade Museum–Library, Tériade's publishing activities and, more importantly, the Collection "27 Great Artists' Books" which was temporarily housed at the Byzantine and Christian Museum, Athens, June 19, 2013 to January 12, 2014. Moreover, the videos cultivate skills in focusing, observation, and emotional involvement. They also bring to surface and breathe life into iconic personalities such as Stratis Eleftheriadis–Tériade and even contemporary painters students may be unfamiliar with. In other words, they contribute significantly to forging an inviting, learning environment.

As stated earlier, through those videos, which are readily accessible online, we submit an educational proposal which (a) offers glimpses into the work of eminent Greek publisher Stratis Eleftheriadis–Tériade; and (b) embraces a considerable range of Modern Art painting genres.

Each one of the two actions above foresees six teaching hours broken down as follows:
- one to two hours to introduce the theme and arrive at a semi–structured dialogue;
- one to two hours to process the theme;
- one to two hours to recap and self–evaluate; and
- one to two hours to present student assignments.

Should they wish to do so, teachers may increase or decrease the number of teaching hours devoted to similar actions, depending on how the students respond to those actions and the time restrictions each individual class has. Each class separates into groups and the entire educational approach is based on teamwork strategy. The designated groups first watch the video and then study the material(s) recommended.

The semi–structured dialogue with the students occurs during the early stage of their introduction to "27 Great Artists' Books" on the videos they have watched with regard to Stratis Eleftheriadis and his work as presented in each video. The dialogue may focus on questions such as the following ones:
- What impressed you the most in the videos you've watched and why?
- Does the work of Stratis Eleftheriadis remain current? Justify your view.
- Which are the basic projects of the publishing activities undertaken by Stratis Eleftheriadis–Tériade?
- Which time period do they regard?
- Do you know the meaning of the phrase "Modern Art"?
- Do you know which painters represent that time period in Art?
- In your opinion, where do painters draw inspiration from?
- Which are the ways artists can use to display their work?
- In your opinion, how important is the task of publishing works of art? Justify your view.

Researching the action online comes to complete the students' task. Research is a vital component of the action as it will be guided and will probe into Tériade's publishing work; Modern Art movements in painting; the key characteristics of the painters who contributed to this particular Collection; and the techniques the painters used. The students' research task will be greatly assisted by the storyline under the title "Tériade" found in TimeRime, an open–source web application [2].

During the research process, it would be helpful for students to familiarize themselves with the Stratis Eleftheriadis Museum–Library [3]; and continue the semi–structured dialogue along the lines of the following questions:

- What impressed you in the videos you watched? Why?
- Which one of the Collection's books drew your attention? Why?
- Who was the artist that impressed you the most? Why?
- If you were asked to paint/sketch a theme, motif, or drawing from the ones you saw in the videos, which one would you choose?

During the second stage of familiarization with the actions, students are divided into groups. The task of each student group is to turn its attention to the artists who contributed to the Tériade book. Each group then chooses to elaborate on one of the following thematic segments:

Group 1: Artists who collaborated with the publishing house of Tériade.

Group 2: Art movements as expressed in Tériade's "27 Great Artists' Books" Collection.

Group 3: Themed tributes within Tériade's "27 Great Artists' Books" Collection such as the one to Eros, the City, Memory, the Circus, and more. Depending on the themed tributes the teacher wishes to focus on, Group 3 can break down into sub–groups.

Group 4: Techniques and Genres.

Using the free web application Padlet at www.padlet.com (formerly WallWisher) or Linoit at www.linoit.com, students can turn the product of their work into an online, virtual bulletin board where they can display information. Subsequently, there will be four bulletin boards, each handling one of the following themes, respectively: (a) Artists in the Collection; (b) Art Movements; (c) Themed Tributes; and (d) Techniques and Genres. All four bulletin boards will be available online for further pedagogical purposes.

Student and group assignments may be presented during the actions' third stage. The results yielded by each group are announced in the presence of the entire class. Assignments will be evaluated on the basis of the assessment rubric recommended by the teacher. At this point, it is important to note that students designing presentation of their assignments should take advantage of Presentation, a Web 2.0 tool, or of any other Web 2.0 applications they prefer. They may also like to take advantage of other digital tools such as: (a) TimeRime to create timelines; (b) ZooBurst, a digital storytelling tool, to create pop–up books; (c) Hot Potatoes shareware to make self–test exercises; and (d) Voki to create their own talking characters (avatars) with a view to furthering student knowledge and experience of art themes through the use new technologies.

Results

On completion of the proposed educational action through distance learning and based on the art videos discussed earlier, students will be in a position to:

- collaborate in order to gather information, come to conclusions, and, through teamwork, create audiovisual material extracted from the wealth located in the museums of a country such as Greece;
- become familiar with the treasures housed at the Stratis Eleftheriadis Museum–Library on the island of Lesvos (Mytilini), Greece;
- become acquainted with Europe's prominent contemporary artists hailed as the most influential ones in matters of Modern Art;
- learn to recognize the works of art contributed by painters to the Tériade Collection;
- learn to distinguish between various forms of Modern Art;
- study art techniques;
- design audiovisual materials through the use of the new technologies;

- convey events, thoughts, and feelings and even draw conclusions on the basis of Contemporary Art forms;
- present and justify their artistic and overall choices in public.

In essence, we acknowledge that an action such as the proposed one will be salient to the view that "working with museum collections and learning in active ways in rich and evocative environments were motivating for the pupils" (Hooper–Greenhill & Dodd & O'Riain & Clarke & Selfridge, 2002: 7). This innovative educational proposal has been a product of an European program and is devoted to developing and strengthening the education role of non–formal education spaces and institutions such as museums and also to engage teachers and pupils in learning experiences, to enhance their curiosity and interest on their objects and collections.

Kopsavilkums. *Šajā rakstā tiek piedāvāta izglītības programma ar mākslas videoklipiem, ko veidoja un uzņēma Eiropas programmas projektā "Comenius Regio Partnership ARCA.DIA.logue" (2013–2015).*

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