

# CO-CREATING EDUCATIONAL ACTIVITIES

## VAST METHODOLOGY



# Preface

## Authors:

**NCSR-D:** Dora Katsamori, Maria Dagioglou, Georgios Petasis

**IMSS:** Carmen Gagliardi, Maria Cecilia Foianesi, Ilenia Ulivi, Elena Fani

**FTM:** Elena Aristodemou

## Contributors:

**NCSR-D:** Lida Arnellou, Dimitris Petakos, Panos Kapetanakis

**IMSS:** Marco Berni, Andrea Gori

**FTM:** Vicky Balomenou, Andreas Andreou

**Design:** Galatea Iatraki, Maria Dagioglou

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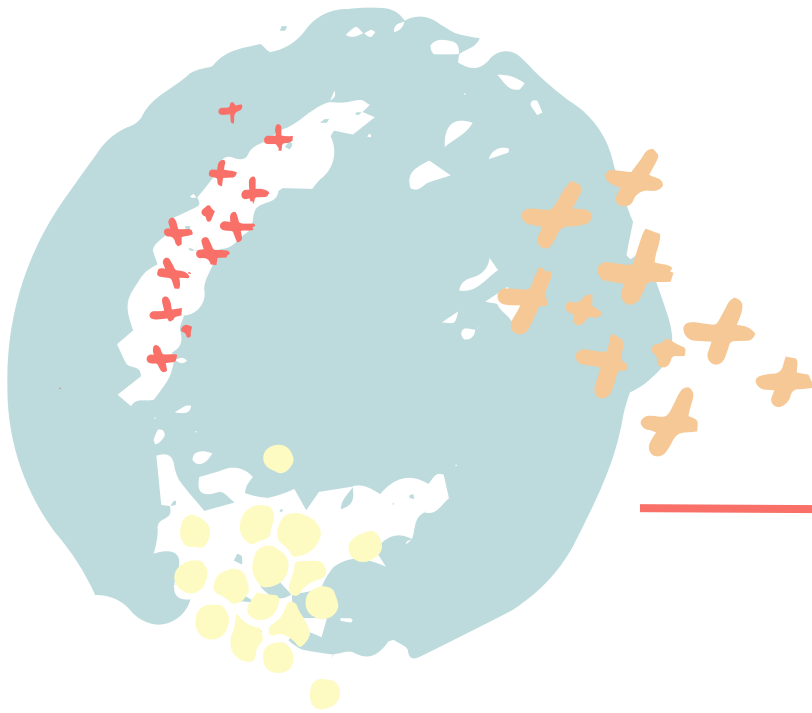
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# Table of contents

<u>Introduction</u>	p. 1
<u>Diffuse</u>	p. 3
<u>Design</u>	p. 5
<u>Educational Considerations</u>	p. 6
<u>Museological Considerations</u>	p. 7
<u>Research Considerations</u>	p. 8
<u>Generic Structure</u>	p. 9
<u>Do</u>	p. 11
<u>Digitise</u>	p. 12



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# Introduction

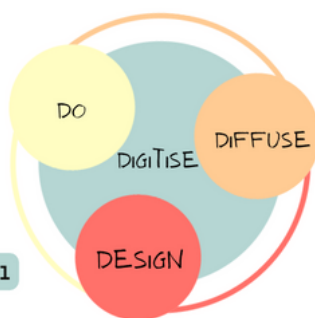
What are values? Why are values so important? What impacts the development and establishment of values in a person? These are only a few questions related to values that have been the centre of quest of philosophers, from antiquity to the present, as well as more recently of researchers in Psychology, Sociology and other fields of Social Sciences and Humanities. Nowadays, beyond the philosophical and research interest of understanding the nature of values and their functionality in our decision-making processes, the societal, political and economic problems that our societies face call for the application of values-related knowledge in many and diverse fields in order to reach inclusive solutions that recognise and respect the values of all people.

VAST has responded to the various challenges related to values focusing on the benefits that Cultural Heritage (CH) can convey to society. Among other products, **VAST has developed a methodology for co-creating educational activities** that includes: the methods, materials and tools that **allows professional museum educators and teachers/educators to design and actually do educational activities**, that **use a CH artefact as an inspiration to talk about values**. Museological, educational and research professionals have joined forces to provide the background and create VAST's methodology.

This handbook guides professionals through VAST's 4 Ds: Design, Do, Digitise, and Diffuse, that materialise VAST methodology.

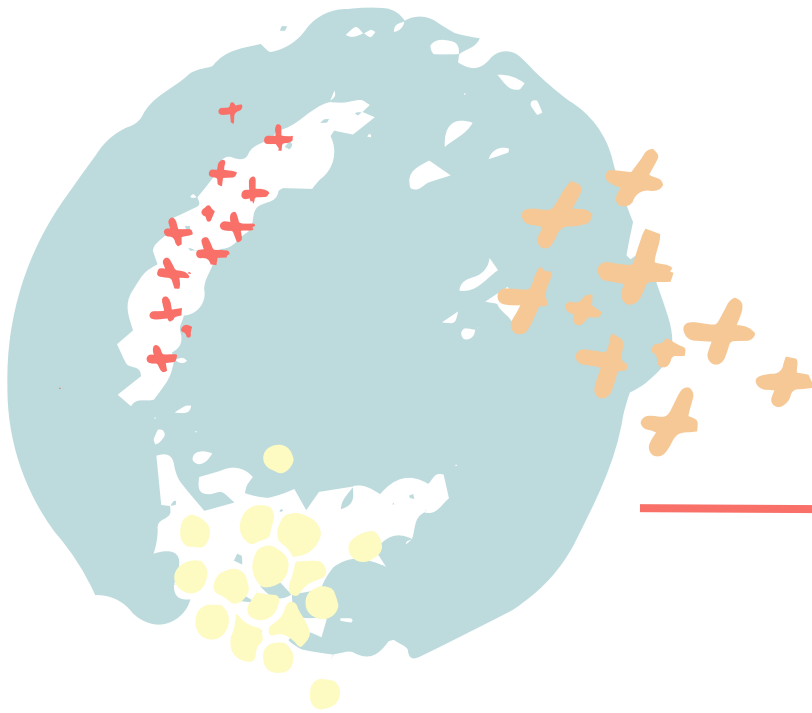
I want to know what to expect, and be prepared so as to avoid my own biases and manage conflicts during an activity.

Digitisation supports all actions via:  
the VAST platform  
the digital services (wizard, dedicated apps, games)  
the activity explorer



I want to share knowledge with the community

I want to know how to design an activity and align the educational goals, the CH context, as well as any research objectives

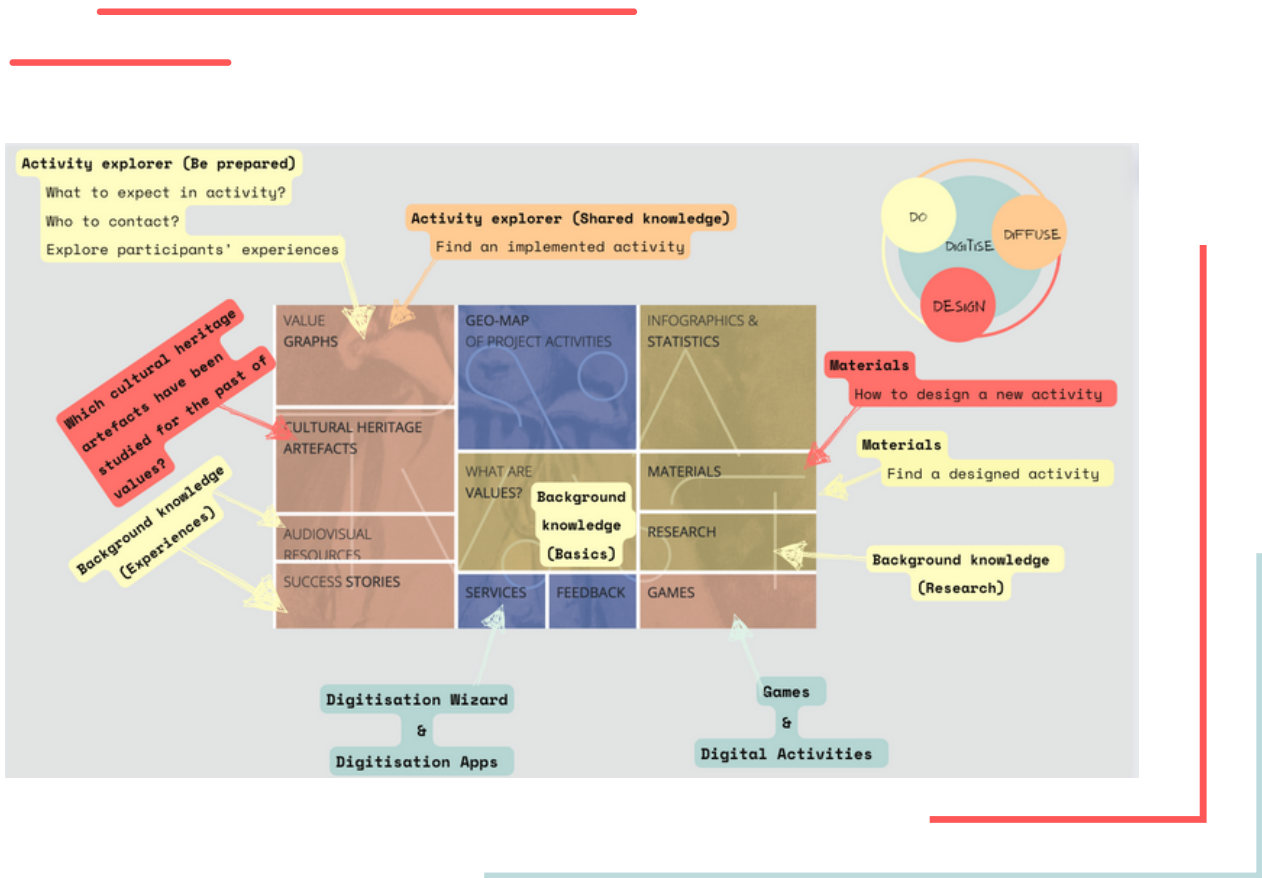


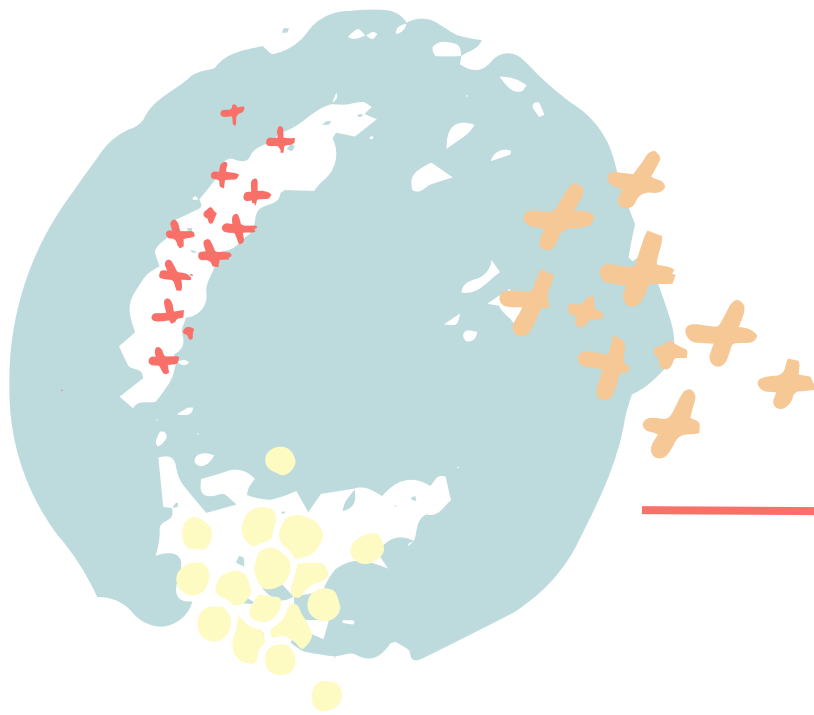
**Diffuse**

# Diffuse



VAST platform is the main knowledge communication medium of VAST. This is where you can find all existing knowledge and share your own activities and events. The following graph presents an overview of the platform sections and the related information.





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**Design**



# Design



This section describes the **educational, museological and research considerations** of VAST methodology for co-creating educational (CCE) activities. It then goes on with presenting the general structure of an activity.

## EDUCATIONAL CONSIDERATIONS:

### Awareness about values and values' diversity

CCE activities **aim at raising awareness about values and values' diversity through the exposure to CH objects**. To do so, they must satisfy several educational objectives that are related to: the purpose of the activity (e.g., to discuss what values are, how different people perceive them and prioritize them, etc.), the target group (age, background, etc.), the unbiased and neutral moderation of the activities, and the educational experience offered. Thus, the overall structure of the activity must guarantee a respectful and interactive experience for the participants, as well as an uninterrupted flow for the moderators (museum educators, teachers, etc.).

Within this dimension, the **digitisation** of the activities serves the following purposes:

- **Educators/teachers:** It gives them access to materials and tools. It, also, empowers and supports an educator towards bias-free practices and moderation through the study of the existing digitised outcomes (both of the present, as well as, the past).
- **Citizens:** It supports citizen education by post-activity experiences and interaction in the VAST platform.

A detailed background related to educational methods concerning values will be **available soon**.

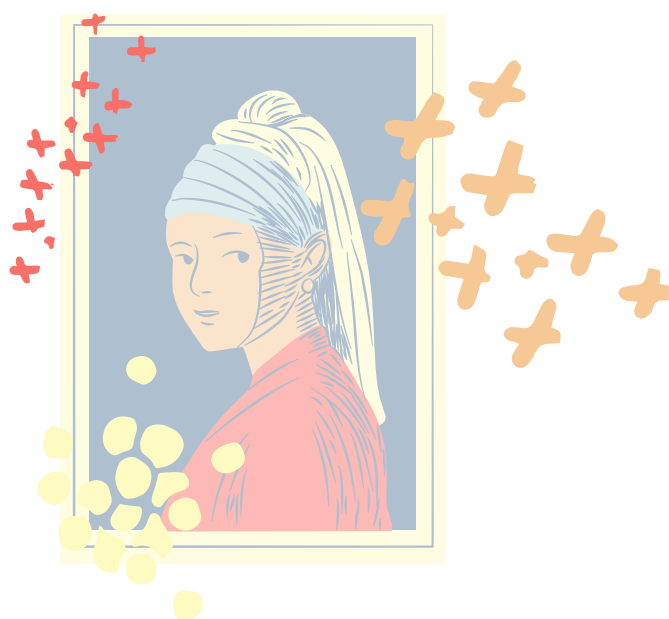


## MUSEOLOGICAL CONSIDERATIONS: Communicating the values of Cultural Heritage

CCE activities designed within the context of the museum need to be aligned with the historiographical context, as well as the specificities of the exhibits and the collections. How can the narratives of the past provide context for their contemporary creations? What were the values of the past and how are they brought forward together? How to integrate CH objects in the discussion, since objects themselves are not directly related to the values, rather than values come from their contemporary context. VAST study of the values of the past has opened up a vivid dialogue with related objects and collections, leading up to activities that communicate values of the past to trigger our thoughts and open up our horizons.

Within this dimension, the **digitisation** can allow interested parties in museums and other CH organisations to disseminate and further exploit related work in a common place (sharing of methodologies, activities, practices).

A detailed background related to the museological approach will be **available soon**.



## RESEARCH CONSIDERATIONS:

### Capturing values' perception

CCE activities can be exploited to collect data of research interest that contribute towards the understanding of people's moral perception and behaviour overall. To do so, activity designers must be informed about relevant research methods and integrate them accordingly, albeit in a way that does not disrupt the educational objectives. Broadly speaking, CCE activities can integrate research methods across two different ends.

- **Describe the participant.** This can range from simple demographic information to instruments that provide rich and gut responses regarding the emotionality and personal values, assessing participants' psychological state and social background, irrespective of the stimulus.
- **Capture the reaction towards the stimulus (CH object).** Different research tools can be applied to assess people's beliefs regarding the meaning of values and the values identified for each artefact, such as survey questionnaires. In addition to these, VAST products (e.g., text annotations, mind- maps, behaviour during interactive games) can also provide further qualitative research data.

Within this dimension, the **digitisation** of the activities allows researchers from SSH to pursue questions related to: a) people's moral perceptions and behaviour, b) their interaction with CH, and c) the impact of CH in society. The extent to which the quality of the collected and digitised data satisfies research purposes can be explored by interested parties through relevant factors such as: the sample size, the granularity of the sample's description, and the quality of the collected material.

The background on related research fields and state-of-the-art knowledge can be explored through VAST publications:

<https://platform.vast-project.eu/present/article/vast-publications>.



## DESIGN:

### Conceptual structure of a VAST CCE activity

VAST activities are informed by educational, museological and research methods. The design of an activity starts by defining and understanding the following aspects:

1. **target audience** (age, background, etc.);
2. **specificities of each museum /CH organisation;**
3. **values to be discussed:** the activities need to be anchored to the values of the past (historiographical approach), and create bridges to the values of the present (attracting audiences);
4. **selection of the artefact**, based on the above, as well as on other factors, e.g. the familiarity of the audience with the CH artefact, and
5. **context of implementation** (museum, school, other place, etc.).

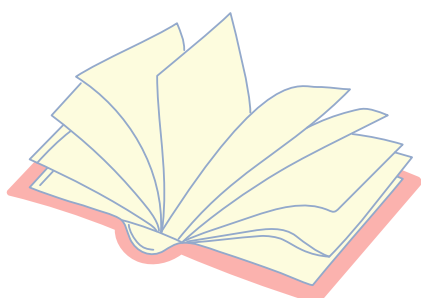
Once all these are defined, the structure of the activity can be designed. The table in the next page presents a generic structure of a VAST activity and introduces how each step relates to all different design considerations.

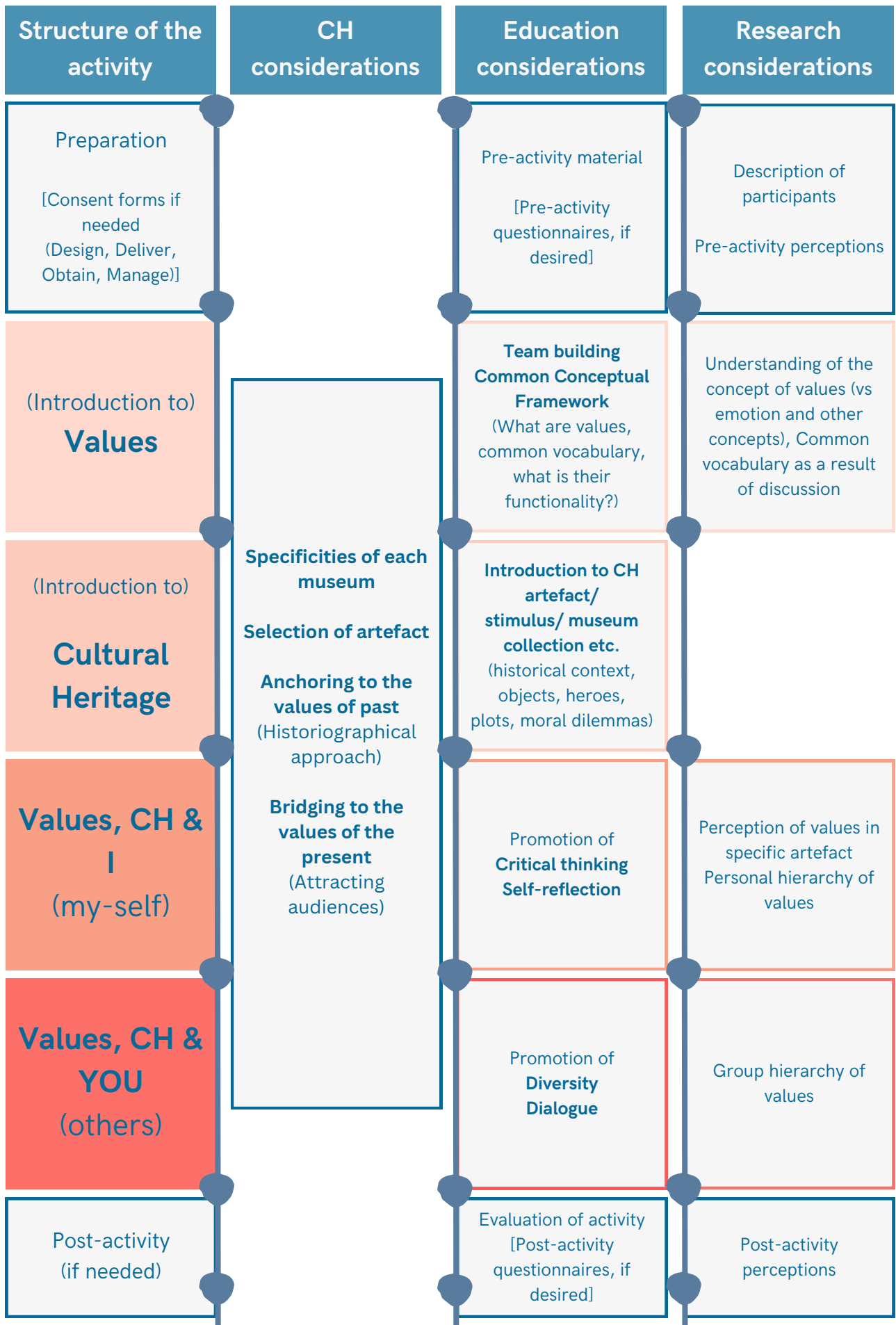
This structure facilitates the design of new activities and is the product of the extensive experience gained throughout the activities implemented during the VAST project.

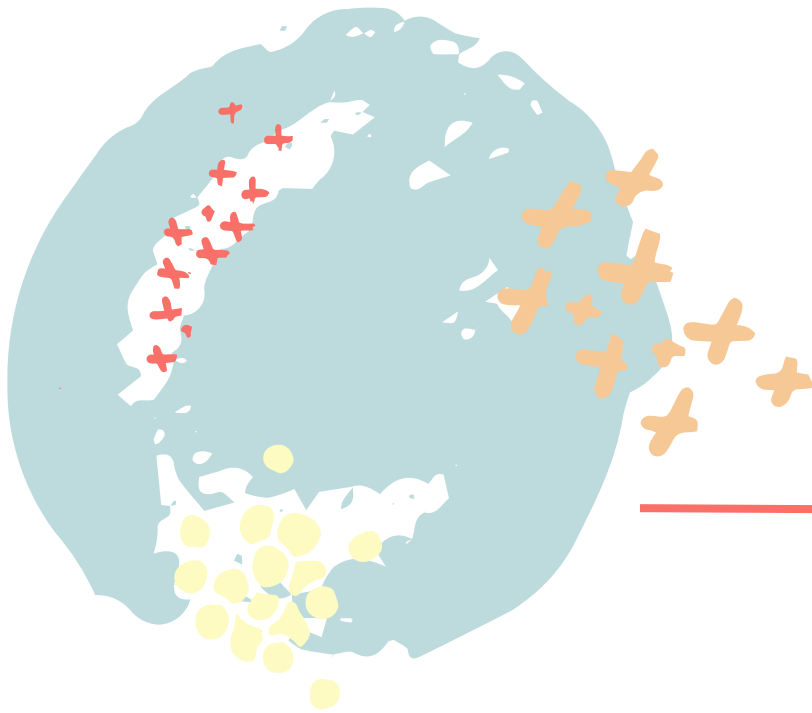
Please note that these building blocks are meant to provide some guidance to someone who wants to design a new VAST activity. It provides the basic elements of an activity but the actual flow within each activity does not need to follow the order presented in the table below. For example, the presentation of a certain CH object can be the starting point of an activity based on which one triggers the discussion around values, and so on.

For further consultation, please refer to the handbooks of the implemented activities during the VAST project:

<https://platform.vast-project.eu/present/resources>







Do

# Do

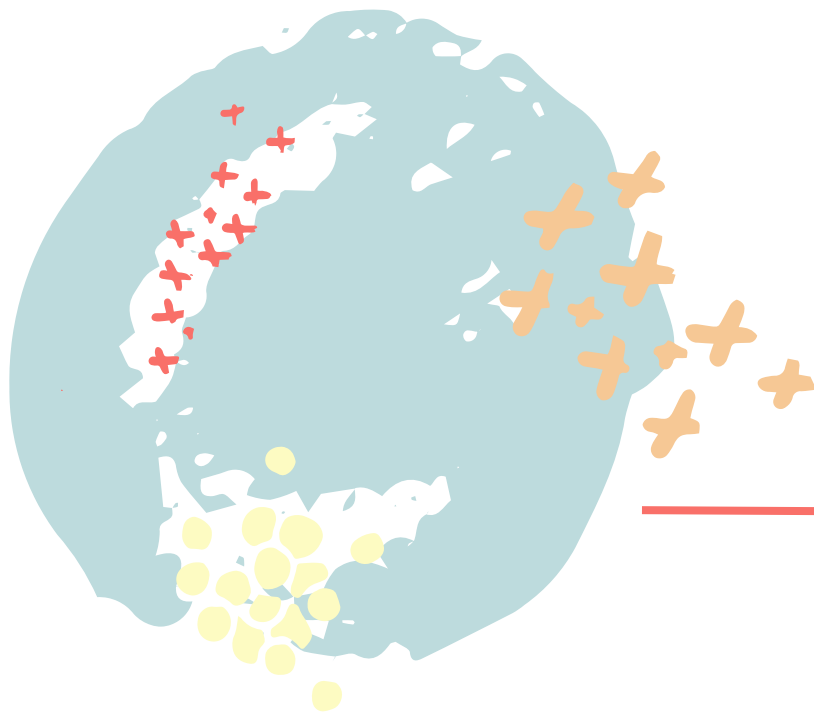


VAST empowers professionals to actually do (implement) activities. In this section we list the related resources and tools.

## List of available resources

- **Implement in your setting one of the activities designed during VAST.** Visit the [resources](#) section in the VAST platform to explore the:
  - 10 Handbooks of educational activities.
- **Prepare yourself by:**
  - Reading the [handbook for conducting effective co-creation activities](#)
  - Watching the [videos](#) that share the experiences of our value communicators;
  - Reading VAST's [success stories](#);
  - Reading VAST [research publications](#) and the related referenced sources.
- **Get a feeling of what to expect during the activity by visiting the [activity explorer](#) to:**
  - Browse through the digitised products of the implemented activity to find out what to expect as feedback from the audience;
  - Browse through the resulting concepts/values of an activity to be better prepared as to the values that might come up during the activity.





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**Digitise**



# Digitise

To digitise an activity, the following elements need to be defined in [VAST's digitisation tool](#).

## Design elements

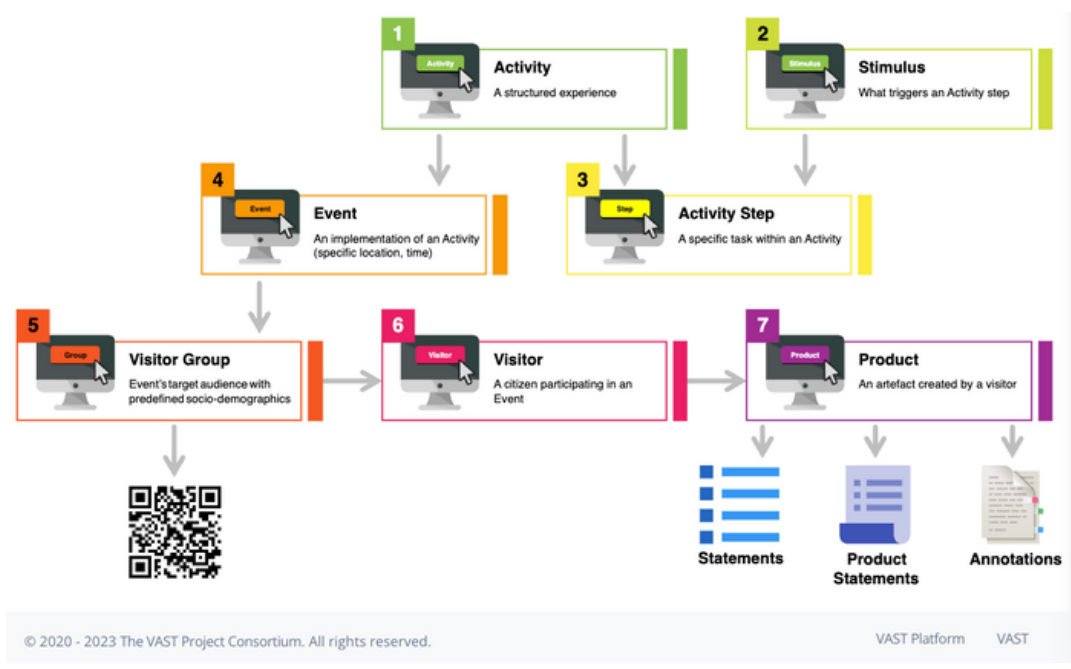
- **Activity:** An activity is the output of the design process described above. During its definition within the digitisation tool the following aspects can be specified: name, (brief) description, available languages, related Europeana resources, the handbook that describes the activity in details.
- **Steps:** Each activity consists of several distinct steps. What defines a step during the process of digitisation is the existence of a single stimulus.
- **Stimulus:** A stimulus, during the digitisation process, is considered any material that will 'trigger' a response or create a product. This includes both the CH artefacts (like a piece of a narrative, a painting, etc.) but also any other material like (the template of) a questionnaire, a mind-map, etc.

## Implementation elements

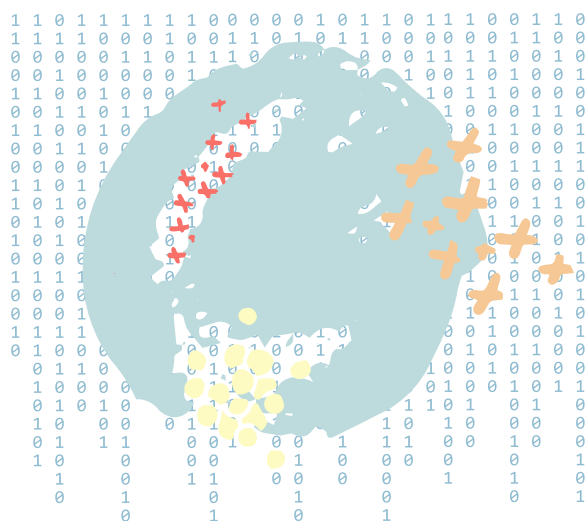
- **Event:** An event is an actual implementation of an activity. It spans over a specific period of time, has a hosting organisation, a location, and a specific target group of participants.
- **Visitor group:** The visitor group is related to a specific event of an activity. It allows the representation of the characteristics of the group of participants, i.e., their age, education level, nationality, language, etc. Note that, during a period of running an event, multiple visitor groups are allowed.
- **Visitor:** A visitor represents a participant of an activity event that produces a set of products (one or more products for each activity step).
- **Product:** A product is the object/materials created by a participant and capture his/her reaction to a stimulus (e.g., a mind-map of own values).
- **Statement:** A statement is the final outcome of the digitisation process that dissects the products into concepts and statements.

**Note:** If a digitisation app is used during the activity you need to set-up your activity before the implementation and get the right QR code to share with your participants. Learn more about this by logging in the VAST digitisation tool and by exploring the VAST model.

The following figure presents an overview of the VAST model. You can learn more by registering at [VAST's digitisation tool](#).



A dedicated manual related to the use of the VAST digitisation tool will be available **soon**.





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