

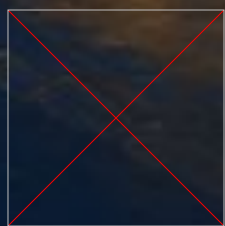


FROM  
**SPECTATOR**  
TO  
**CURATOR**

Digital Museum Pedagogy,  
Game-Based Learning and  
Student Creativity in  
English Language Learning  
through *Van Gogh*

**GEORGIA BARKA, MEd, PE06**

English Language Teacher  
Patras Music School



# THE EDUCATIONAL QUESTION

How can students move from learning about art to **creating knowledge** through art?

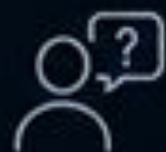
## TRADITIONAL LANGUAGE LEARNING



Textbooks & information delivered by the teacher



Exercises & drills for practice



Reproduce knowledge & correct answers



Focus on language as an object

SPECTATOR



CURATOR

## OUR GOAL



Students as active participants



Create, interpret & express ideas



Use English for authentic communication



Focus on language as a tool for meaning

“ Our aim is not only for students to understand art, but to use it to understand the world and their place in it. ”



ART

Meaning & Emotion



LANGUAGE

Expression & Communication



TECHNOLOGY

Creation & Connection

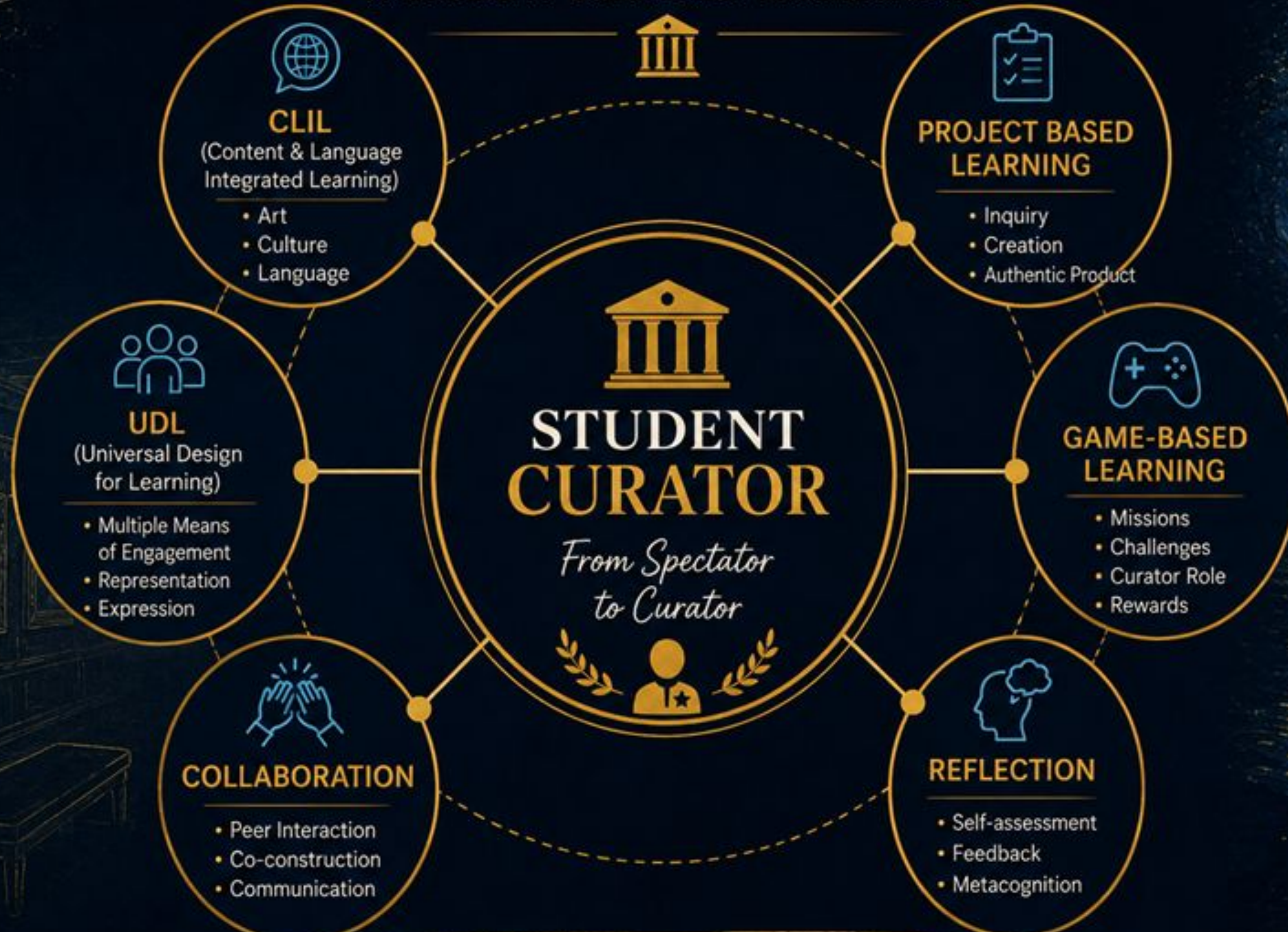


COLLABORATION

Dialogue & Co-construction

# DIGITAL MUSEUM PEDAGOGY

A STUDENT-CENTERED FRAMEWORK



Technology as a pedagogical enabler,  
not as an end in itself.

# THE LEARNING JOURNEY

FROM SPECTATOR TO CURATOR



The observed lesson: a student-centered learning path

1



## ENGAGE

Activate prior knowledge



Doctor Who clip about Van Gogh



Mentimeter Word Cloud

Describe Van Gogh in one word



What word describes Van Gogh?

emotional unique  
passionate inspired  
brilliant creative sensitive  
determined visionary  
extraordinary

2



## CONNECT

From previous work to new learning



Watch student-created video (in Greek)



Discuss, compare and make initial comments in English

3



## EXPLORE

Discover the digital museum



Explore the museum in groups



Observe artworks and exhibits



Navigate, take notes and interpret

4



## CURATE

Share opinions as curators



Post comments on Padlet



Respond to peers



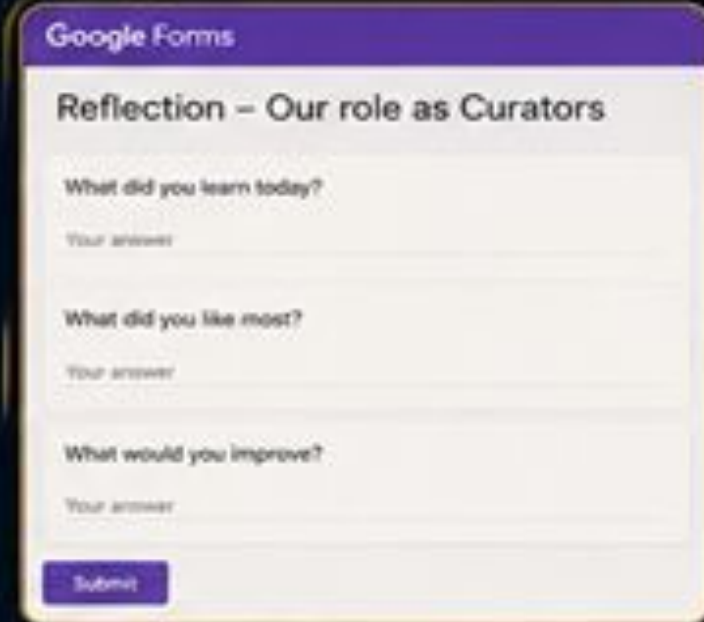
Evaluate and give constructive feedback

5



## REFLECT

Think about our learning and our role



Self-assessment



Peer feedback



Reflect and plan next steps



# ENTERING THE STUDENTS' DIGITAL MUSEUM



Students as Curators



Ideas into Creations



English as a Creative Tool



Collaboration in Action



# FROM SPECTATOR TO CURATOR

*A shift in role. A shift in mindset. A shift in learning.*



## SPECTATOR



Observes



Receives information



Answers questions



Consumes content



Follows instructions



## CURATOR



Interprets and makes meaning



Creates and produces



Evaluates and gives feedback



Collaborates and co-creates



Communicates and inspires

“ Students did not simply learn about Van Gogh.  
They created meaning through art. ”

# INCLUSION BY DESIGN

*Multiple pathways for participation, expression and engagement.*



## MULTIMODALITY



Music



Video



Images



Avatars



## COLLABORATION



Group work



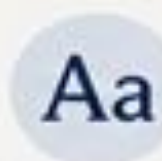
Peer feedback



Padlet interaction



## ACCESSIBILITY



Dyslexic learners



Audio support



Visual scaffolding



Multiple ways of expression

*Inclusion was not an adaptation.  
It was part of the design.*

# 21<sup>st</sup> CENTURY SKILLS



*English became a tool for communication, creation and collaboration.*

# THE IMPACT

What remained with the students?

## STUDENT VOICES



*“I felt like I was inside a real museum.”*



*“I liked evaluating my classmates' work. It helped me see things differently.”*



*“For the first time, I could express myself in English naturally.”*



## OBSERVED OUTCOMES



### AUTHENTIC COMMUNICATION

Students used English in meaningful, real-life contexts.



### STUDENT AGENCY

They took initiative, made decisions and led the creation of their projects.



### OWNERSHIP OF LEARNING

Students felt responsible for their work and proud of their creations.



### INCREASED ENGAGEMENT

Active participation and enthusiasm were visible throughout the project.



### CONFIDENCE IN ENGLISH

Students communicated with more confidence and expressed their ideas with ease.



## SUPERVISOR'S FEEDBACK

*“Students actively assumed the role of **art curators**, using digital tools to create their own multimodal works in an **authentic communicative context**.”*

The instructional material was multimodal, providing alternative ways of expression and assessment in line with the principles of **Universal Design for Learning (UDL)**.



*Learning was not delivered.  
★ It was experienced. ★*

# REFERENCES



## THEORETICAL FRAMEWORK

- ✦ Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- ✦ Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall.
- ✦ Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Longmans, Green.



## PEDAGOGICAL FRAMEWORK

- ✦ CAST (2018). *Universal Design for Learning Guidelines version 2.2*. CAST, Wakefield, MA.
- ✦ Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume*. Council of Europe Publishing.
- ✦ OECD (2019). *Future of Education and Skills 2030*. OECD Publishing.
- ✦ Gee, J. P. (2003). *What Video Games Have to Teach Us About Learning and Literacy*. Palgrave Macmillan.

# FROM SPECTATOR TO CURATOR

*Great things are done by a series of small things brought together.*

*— Vincent van Gogh*



FIRST IMPRESSIONS

*Mentimeter*



The students'  
first words about Van Gogh.



DIGITAL MUSEUM

*Metasteps*



Explore the  
virtual museum.



STUDENT VOICES

*Padlet*



Listen to the students'  
creations and reflections.

Georgia Barka, MEd, PE06

English Language Teacher

Patras Music School

*Thank you for visiting our digital museum. ♡*

# FROM SPECTATOR TO CURATOR

*Great things are done by a series of small things brought together.*

*— Vincent van Gogh*



FIRST IMPRESSIONS

*Mentimeter*



The students'  
first words about Van Gogh.



DIGITAL MUSEUM

*Metasteps*



Explore the  
virtual museum.



STUDENT VOICES

*Padlet*



Listen to the students'  
creations and reflections.

Georgia Barka, MEd, PE06

English Language Teacher

Patras Music School

*Thank you for visiting our digital museum. ♡*

# FROM SPECTATOR TO CURATOR

*Great things are done by a series of small things brought together.*

*— Vincent van Gogh*



FIRST IMPRESSIONS

*Mentimeter*



The students'  
first words about Van Gogh.



DIGITAL MUSEUM

*Metasteps*



Explore the  
virtual museum.



STUDENT VOICES

*Padlet*



Listen to the students'  
creations and reflections.

Georgia Barka, MEd, PE06

English Language Teacher

Patras Music School

*Thank you for visiting our digital museum. ♡*

