WALKING THROUGH THE MEMORY WITH IMMERSIVE TECHNOLOGIES

Project number - 2019-1-ES01-KA229-065937_2

Collection of Good Practice

My Culture Is On The Virtual	
Content/ Subject areas (*taged with modules*)	Visual arts, English, History and Information Technology
Target group: age range and size of the group	Primary 5/6/7. Class students
Learning objectives / competences	The students working in the program learn the correct and safe research criteria on the internet, the application of the perspective technique they learned in the art class, the steps of developing their expression skills using a foreign language and creating a virtual museum.
Description of overall activity	1. Stage: (IT Teacher) What are our cultural heritage in our teacher city? He asks which of these works we have seen closely. So how about taking a virtual tour to get to know these works? said Then, he wants our cultural heritage of our city to be researched on the internet. In doing so, it emphasizes that they apply correct and safe research techniques on the internet that we have learned in our lessons and that they should definitely record bibliographies. 2. Stage: (Visual Arts Teacher) As a result of the research, teacher asks each student to choose the work they like best and to paint this work with the perspective technique learned in the visual arts lesson. Phase 3: (English Teacher) determines the image of the artifacts found during research and prepare lessons in a foreign language text of these pictures. He takes a sound recording in which he voiced this text and carries it to the computer environment. 4th Stage: (IT Teacher) This stage is the last stage in which our lesson takes shape. The information of the usage panel of https://www.artsteps.com/, the web 2.0 tool for the virtual museum, is shared with children. The parts to be considered here are; • The necessity of creating a membership in order to use the tool. • The fact that exhibitions created by other users can be viewed and our applications can also be seen by others. • Function of the Create tab and principles of creating the exhibition walls. (such as color selection, wall shape) • With the transition to Chapter 3, it is emphasized that we can not only add pictures to our exhibition walls, but also videos explaining our works.

	• With the 4th Section, it is requested and applied to determine whether the people who will be visiting the exhibition will visit step by step or with the tour route we have determined. • With Chapter 5, the exhibition has been completed and the publishing step has started. **https://bit.ly/300pUsB**
Description of the process and teaching/ learning strategies used *(what, how, in which order)*	The plan was prepared on the basis of Constructivism Model. The readiness of the students was revealed. Individuals' interests and needs have been taken into account. The lesson plan was designed as a four-week and two-hour lesson for the implementation steps, but was formatted so that children could study outside of the lesson. It is aimed that students will benefit from interdisciplinary transfer information as well as learn by doing, experiencing and experiencing. In terms of course application principles, the student is in an active role and the teacher is a guide.
Evaluation/ types of assessment *(summative, formative, peer-, self- etc.)*	The aim of program evaluation is to enable our students to reach their own subjective knowledge by putting their new knowledge on their old knowledge. Evaluation crystals are positioned on the evaluation of the process and the student is asked to give feedback at the end of each stage of learning. (For example, if the observation of the students who do the right application steps during internet research by giving students the clue is expected to reach the right research techniques.) When the process eventually come to the end of all applications by visiting the exhibition of each student friends to create their own anettot. He shares these anettots with his other friends.
Materials and tools	Computer, internet, drawing paper, drawing pencil, artsteps.com
Timing and learning environment	It was planned for the Information Technologies course. It is four weeks old and 4 * 2 = 8 hours.
Conclusion *(Innovation what makes it good practice, further application)*	It is contemporary and student-oriented, as our country has adopted since 2005. It can be adapted to collaborative work environments. It has been prepared by considering the principles of learning to learn.
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