



# Guide with culture-based techniques and practices

WP2 – D2.31



Funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)

The content of this publication represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.

## Partners

KMOP – Greece

Cardet – Cyprus

Discover – UK

Hands on! – Austria

Hellenic Children's Museum – Greece

Alchemilla – Italy

## Author

CARDET

With the contribution of all Ed.G.E project partners

## Contents

Contents.....	2
Introduction .....	4
Background to the Guide .....	5
Raison d'être.....	6
Structure of the Guide.....	7
<b>CULTURE-BASED TECHNIQUES AND PRACTICES.....</b>	<b>8</b>
<b>1. Arts-led techniques and practices .....</b>	<b>9</b>
Storytelling .....	10
Reading books.....	11
Role-play.....	11
<b>2. Cognitive-based techniques and practices.....</b>	<b>14</b>
Reflection.....	14
Brainstorming.....	14
<b>3. Collaborative learning-based techniques and practices .....</b>	<b>17</b>
<b>4. Context-based learning.....</b>	<b>18</b>
Study visits.....	19
<b>5. Creations.....</b>	<b>21</b>
<b>6. Critical literacy-based techniques &amp; practices .....</b>	<b>22</b>
<b>7. Dialogic-based learning techniques and practices .....</b>	<b>23</b>
<b>Discussion.....</b>	<b>23</b>
<b>Debate.....</b>	<b>23</b>
<b>8. Example-based learning.....</b>	<b>25</b>
<b>9. Gamification.....</b>	<b>26</b>
<b>10. Independent learning .....</b>	<b>27</b>
<b>11. Inquiry-based learning.....</b>	<b>28</b>
<b>Case studies/ Scenarios.....</b>	<b>28</b>

12.	Intergenerational learning .....	30
13.	Media-based learning techniques and practices .....	31
	TV-led learning .....	31
	Digitalisation .....	31
14.	Object-based learning .....	33
15.	Play .....	34
16.	Project-based learning .....	36
	CONCLUSION .....	37
	Final notes .....	38
	Project's coordinator:.....	39

# Introduction

## Background to the Guide

The Guide of Culture-based Techniques and Practices is an output of the two-year project EdGE project – Educating Children and Young People on Gender Equality [REC-AG-2018/REC-RDAP-GBV-AG-2018] that is funded by the EU Rights, Equality and Citizenship (REC) programme 2014-2020. EdGE aims at enhancing the education and awareness of children and young people through the implementation of an educational methodology based on creative art/cultural practices, so that they can challenge social norms, gender stereotypes and roles that encourage or condone violence and promote gender equality and respect for others.

An output of the second work package, WP2: DEVELOPMENT OF CULTURE-BASED EDUCATIONAL METHODOLOGY AND TOOLS, Task 2.1.3 Identification of appropriate culture-based techniques and practices for educating girls and boys about gender equality, this Guide draws from the results of EdGE consortium's analytical work to assess gaps and needs of children and young people in understanding gender norms, gender equality, gender-based discrimination, etc. Following a review and mapping of existing gender-related educational initiatives offered by museums in EU cities, as well as other available culture/arts-based methodologies and techniques, the most appropriate techniques and practices for educating and raising the awareness of children and young people in gender equality were identified.

## Raison d'être

The Guide displays the identified culture-based techniques and practices, aspiring to inform the next deliverables of the project (e.g. country-based adaptations, curriculum, teachers' manual, digital tools and learning activities development and implementations) and contributing further to fostering raising awareness and education of children and young people in gender equality, for them to challenge gender inequality, stereotyping, discrimination, etc., through the use of modern forms of creative cultural expression.

Cultural education programmes and activities, both inside and outside schools, can open up the world to children and youth and stimulate their imagination and their creative thinking in its intellectual, emotional and manual-practical dimensions. The techniques and practices used in cultural children and youth education offer learning and experience environments in which it is possible to try new things, to improvise, to identify, to push boundaries and, on the most, to interact.

This Guide recommends techniques and practices, inviting all interested parties (e.g. children, parents/ carers, teachers, volunteers, museum and other education and culture-related professionals, volunteers, etc.) to make the most out of it, enabling the learners to interact with the self, the others and the environment.

It should be explicitly mentioned here that this Guide is non-exhaustive and it, therefore, represents a starting point for further national interrogation to inform the design and delivery of the EDGE pilot project, to be used as a complementary but preliminary tool alongside the more comprehensive methodology.

## Structure of the Guide

In this Guide each of the 16 most prevalent techniques and practices are summarized on separate pages. Following an attempt to define and contextualise each technique and practice, reference is made to its value and use(s), along with examples. A list of useful links and reference is provided, for further explorations and interactions.

It should be highlighted that all techniques and practices support child-led education. This means that children and childhood are placed in the centre of each technique and practice that, based on EdGE educational methodology, foster interaction with the self, the other and the environment, succeeding in engaging children as well as parents/ carers and teachers in meaningful, engaging and entertaining learning experiences

# CULTURE-BASED TECHNIQUES AND PRACTICES

## 1. Arts-led techniques and practices

As highlighted in Ed.G.E consortium's analytical work<sup>1</sup>, arts are essential for children individual development. They involve all the senses of children and strengthen cognitive, socio-emotional and multisensory skills. Children should thus have the opportunity to be involved in arts-based contexts in order to develop their creativity and freely express themselves. Arts-based learning takes place with the support of the arts, be it music, drama/ theatre, drawing/ painting, creating, etc. For thousands of years, the arts have played a fundamental role in teaching and learning. Besides avenues created for self-expression and creativity, arts education may foster learners' understanding of the world around them and help them construct and/or deconstruct even the most complex issues.

In contemporary years, interacting with the arts and arts-based literacy practices may help out accomplishing central goals of education, such as interacting with the self, the others and the environment, creating and co-creating, comprehension, expression, reflection, etc. This approach is closely related to the concept of authorship, namely the recognition of children as citizen-authors of cultural content through which they can also change their surrounding reality.

A specific form of art displaying strong educational potential in gender equality education is "applied theatre", a practice that moves away from an institutional approach and aims at facilitating creative expression as a means to newly analyze and understand life situations, and to empower people to value themselves and shape a more egalitarian and diverse future.

<sup>1</sup> For the analytical work deliverables of Ed.G.E project, please visit Ed.G.E project website: <https://www.genderequality-edge.eu/index.php/2021/06/17/educating-children-young-people-on-gender-equality/>

As derived from Ed.G.E project analytical work the following arts are prevalent: storytelling (including reading books), role play, theatre, music, painting, drawing, etc.). These forms of art are visited below:

## Storytelling

Storytelling (including reading books) is a historic, cross-cultural art form and a fundamental means of self-expression. Distinct from story reading – in which the text is the primary focus and the ‘telling’ is secondary – storytelling is interactive, performative and grounded in imaginative and creative thinking.

As a pedagogical practice, storytelling can be a powerful tool to promote inquiry and learning whether activities are structured around stories told by the teacher and/or an artist, or stories created and told or performed by pupils. When pupils are the audience, impacts include improved inference of word meanings and interactions; when they are the storytellers, there is an improvement in confidence and self-expression. Pupils become more conscious of language in the process of telling; they cannot diverge from the structure of the story. This in turn develops the child’s sense of story structure; comprehension of the story and self-governance.

Storytelling-as-pedagogy has the capacity to develop the following for learners: confidence in self-expression, oral language skills (vocab diversity, fluency, mean length of utterance); personal commitment to work; ability to infer word meanings, critical thinking skills, sense of story structure (beginning, middle, end), in-school performance, performance skills, imaginative skills, sense of identity, empathy, social awareness, and intercultural understanding.

## Reading books

Reading books and other book-related activities have always been part of classroom and home activities and may be encountered beyond these settings. Fostering knowledge, creativity, imagination, comprehension and expression and helping the mind be active and curious, reading books has always been a good practice in child-led educational activities.

A number of practices may take place before, while or after reading a book, in printed or electronic form, from making hypotheses, to reading with pauses and changing the end or retelling the story with other means (e.g. drawing, poem, creations, etc.). Each practice works as a good practice at its own right, offering numerous possibilities to children, parents, teachers, etc. to co-learn, co-create and have fun together and individually.

## Role-play

**Role-play** is a teaching and learning technique that promotes interaction, collaboration and self-expression. Learners take up roles and characters, either similar or close to what they are, or totally different, and explore realistic situations and different realities and contexts, by interacting with themselves and the others in order to learn and experience things and situations.

In role-play settings, learning happens in the context of self-expression, self-confidence, spontaneity and freedom. Learners interact in meaningful and fun ways allowing, learning to take place smoothly.

Useful links/ references:

## Arts-based learning

- Arts-based learning  
<https://carleton.ca/experientialeducation/arts-based-learning-tips/>
- Based Learning 1: ABL — Art-Based Learning  
<https://medium.com/@johnharrydsouza/abl-art-based-learning-387628f22ba1>
- 10 Activities to Bring Inquiry-Based Learning and Art Together: Bringing inquiry-based learning and art is possible in these activities  
<https://wabisabilearning.com/blogs/inquiry/inquiry-based-learning-art>
- Cultivating children's creativity through art, based on Bruno Munari's practices:  
<http://www.louisapenfold.com/bruno-munari/#>
- What is applied theatre? Explained by Michael Balfour, Head of School and Professor of Theatre and Performance at UNSW  
<https://www.youtube.com/watch?v=ie3hR0fMX-4>
- "Gender consciousness through applied theatre" in European Journal for Research on the Education and Learning of Adults, Vol.10, No.1,2019, pp. 77-92  
[http://www.rela.ep.liu.se/issues/10.3384\\_rela.2000-7426.2019101/ojs352/rela\\_ojs352.pdf](http://www.rela.ep.liu.se/issues/10.3384_rela.2000-7426.2019101/ojs352/rela_ojs352.pdf)

## Storytelling

- Soe Marlar Lwin, It's Story Time!: Exploring the Potential of Multimodality in Oral Storytelling to Support Children's Vocabulary Learning 2016
- Susan Craig, Karla Hull, Ann G. Haggart, Elaine Crowder, Storytelling: Addressing the Literacy Needs of Diverse Learners 2001
- Sara Miller, Lisa Pennycuff, The Power of Story: Using Storytelling to Improve Literacy Learning 2008
- Rebecca Isbell, Joseph Sobol, Liane Lindauer, April Lowrance, The Effect of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children 2004
- Teresa Cremin, Joan Swann, Rosie Flewitt, Dorothy Faulkner, Natalia Kucirkova, Evaluation Report of MakeBelieve Arts Helicopter Technique of Storytelling and Storyacting 2013
- Vivian Gussin Paley, Wally's Stories: Conversations in Kindergarten

- Patricia M. Cooper, Literacy Learning and Pedagogical Purpose in Vivian Paley's Storytelling Curriculum 2005
- Helen Gregory, The Quiet Revolution of Poetry Slam: The Sustainability of Cultural Capital in the Light of Changing Artistic Conventions 2008

## Reading Books

- Literacy Ideas  
<https://www.literacyideas.com/reading-activities-for-any-book>
- 103 Things to Do Before During or After Reading  
<https://www.readingrockets.org/article/103-things-do-during-or-after-reading>
- Activities to do with any book  
<https://www.scottishbooktrust.com/uploads/store/mediaupload/79/file/10%20activities%20to%20do%20with%20any%20book.pdf>

## Role-play

- Role-play: An Approach to Teaching and Learning  
<https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an-approach-to-teaching-and-learning/>
- Creating Effective Scenarios, Case Studies, and Role Plays  
[https://www.unb.ca/fredericton/cetl/resources/tls\\_files/pdfs/teaching\\_tips/creating\\_case\\_studies\\_scenarios\\_role\\_plays.pdf](https://www.unb.ca/fredericton/cetl/resources/tls_files/pdfs/teaching_tips/creating_case_studies_scenarios_role_plays.pdf)
- Types of Role-Playing Activities  
<https://carleton.ca/experientialeducation/types-of-role-playing-activities/>

## 2. Cognitive-based techniques and practices

Cognitive-based techniques and practices are practices focusing on the cognitive aspect; thus, they mainly promote thinking, problem-solving and reflection. They form the framework of Cognitive-based learning (CBL), where teaching and learning are acknowledged as a cognitive process and, thus, focus on cognition and the real, actual examples and situations that promote active learning and practical experience, instead of theory. CBL is linked to problem-based learning, in the context of which problem-solving is a cognitive function enhancing active participation and learning. Learners are encouraged to use their cognitive skills more when learning new things, and encounter dilemmas, challenges and problems to be solved.

### Reflection

Reflection as a teaching and learning practice involves self-interaction, internal thinking and negotiating. It is a reviewing process where learners and teachers give feedback to their experience, actions, practices and learning, in order to make better meaning and foster processes and results. It has two main types, self-reflection, where reviewing interaction is made internally and group-reflection, where reflection happens out loud, in the context of a group of people and team members that belong to the group. Reflection is a cognitive practice and it may also be found as a critical literacy practice as it requires advanced cognitive skills.

### Brainstorming

Brainstorming is a teaching and learning technique that helps learners to be active, speak out, share and gather information and ideas. It may be used in different learning contexts, e.g. in formal and in informal education, in online or face-to-face education, at the beginning of a lesson/task, when introducing a new topic, in the middle of a class/ project, or in the end of a session, etc. It may serve different reasons, e.g. exchanging of ideas, mapping up and gathering

information on a topic, or solving a problem. It may be used to write down definitions (e.g. gender equality, stereotypes, discrimination, etc.), to gather ideas or information on one or more specific issues (e.g. a birthday gift, favourite trips, Michael Jackson, etc.), or jot down ideas on how to solve a problem, without evaluating and criticizing them.

Brainstorming can be either an individual activity, fostering self-concentration, creativity and reflection, or group activity, fostering teamwork, group-reflection, creativity and participation, where group members list ideas spontaneously on a specific issue, for discussion to be generated. It is important to note that in the context of brainstorming, all contributions are valuable and all lead to a successful gathering of ideas and information.

Useful links/ references:

#### Cognitive-based techniques and practices

- Cognitive Learning: Definition, Benefits and Examples  
<https://www.indeed.com/career-advice/career-development/cognitive-learning>
- What is Cognitive Learning?  
<https://www.thetechedvocate.org/what-is-cognitive-learning/>
- The Cognitive Learning Approach  
<https://gradepowerlearning.com/cognitive-learning-theory/>

#### Reflection

- Reflective teaching: Exploring our own classroom practice  
<https://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice>
- 5 Reflective learning – reflection as a strategic study technique  
<https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=51386&section=5>
- Getting started with Reflective Practice  
<https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>

## Brainstorming

- 15 Creative Exercises That Are Better Than Brainstorming  
<https://blog.hubspot.com/marketing/creative-exercises-better-than-brainstorming>
- Brainstorming  
<https://writingcenter.unc.edu/tips-and-tools/brainstorming/>
- How to Brainstorm: 4 Ways to Get the Creative Juices Flowing  
<https://www.lucidchart.com/blog/how-to-brainstorm>

### 3. Collaborative learning-based techniques and practices

Collaborative learning is a teaching practice in which learners work in pairs, groups or teams to discuss, clarify and evaluate their own and others' ideas. The core characteristics of this approach include shared knowledge, shared authority, diverse groupings of students, and the teacher acting as mediator. For collaborative learning to be effective, it must be inclusively structured with clear and well-designed tasks that encourage the participation of all pupils, especially lower achieving learners, pupils with special educational needs and or children facing language barriers to learning.

Collaborative learning promotes critical thinking, communication skills, and enhanced problem-solving skills. Students learn to share ideas, information and opinions, listen to, articulate and negotiate other viewpoints, make decisions as a group and explore group-reflection.

Working in pairs, group work and team work are all Collaborative learning practices contextualized in using collaboration and working together. Two or more learners are placed together to generate discussions and brainstorming, solve problems, learn new things and work on a variety of tasks.

Useful links/ references:

Collaborative learning

- What is Collaborative Learning?  
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/>
- How to create a collaborative learning environment  
<https://blog.kamiapp.com/how-to-create-a-collaborative-learning-environment/>
- 20 Collaborative Learning Tips and Strategies for Teachers  
<https://www.teachthought.com/pedagogy/20-collaborative-learning-tips-and-strategies/>

## 4. Context-based learning

Context-based learning or Contextualised learning is a teaching and learning approach that supports that teaching and learning happen in context and that learners make better sense of knowledge and information, when this occurs in a specific, meaningful context. Acknowledging that learning is a complex and multifaceted process, context-based learning provides opportunities for meaningful relationships to happen between abstract ideas/ knowledge and practical applications, in order to make sense to learners, in their own settings, knowledge and experience. Contextualised learning responds to how the mind seeks and discovers meaning in context by searching for relationships that seem familiar, make sense and appear logical, known and useful.

Teaching and learning in the framework of context-based learning are, therefore, effective when information, knowledge and concepts are internalised through the processes of discovering, reinforcing, and relating. The context becomes key to learners to remember and recall information, at the right moment. Guessing the meaning from the context or relating to a known context, is key to effective learning results, in this framework. Thus, contextualisation/ contextualising may be as simple as providing a sentence that uses a new word or phrase that the learners have just learned (e.g. stereotypes, gender equality, etc.), or as complex as preparing a case study (e.g. involving stereotyping).

## Study visits

Outdoor education/ learning (also named after field teaching and learning and experiential learning) and outdoors teaching and learning activities are an effective way to bring what goes on outside the class into the classroom, bridging the out-of-school world with the in-school world, in an attempt for children and young people to be in tune with their surroundings and authentic reality. With study visits that either happens with learners visiting various off-site places and contexts or with visitors paying a visit to the school for educational purposes, teaching and learning are enriched and various skills are promoted, from observation and perception to reflection skills and from social to personal skills. Learners remain highly interested and motivated towards active and meaningful participation and learning.

Though teaching and learning inside the classroom is a tested and well-known practice of organizing schooling, teaching and learning outside the classroom is also valued as an additional opportunity for learning nowadays. Day and residential visits, field studies, field trips, fieldwork, field observations, excursions, and study visits (e.g. in theatres, concerts, museums, art galleries, seaside or mountain area, zoo, etc.) offer life time first-hand experience and joy to children, teachers, parents and families, contributing to their personal, social and personal development and growth, relationship bonding and shared experience.

Useful links/ references:

### Context-based learning

- Contextualized Learning: Teaching made highly effective!  
<https://www.efrontlearning.com/blog/2017/06/contextualized-learning-effective-learning.html>
- What Is Contextual Learning?  
<http://cordonline.net/CTLtoolkit/downloads/What%20Is%20Contextual%20Learning.pdf>

- Contextual Teaching and Learning: what is it?  
<https://www.asec.purdue.edu/lct/hbcu/documents/ContextualTeachingandLearning.pdf>

## Study visits

- Teaching Outside the Classroom – <https://cft.vanderbilt.edu/guides-sub-pages/teaching-outside-the-classroom/>
- Getting value from educational visits – <https://blog.optimus-education.com/getting-value-educational-visits>
- 'All of me was learning, not just my mind...': reflecting on study visits and immersion programmes in development education –  
<https://developmenteducation.ie/feature/all-of-me-was-learning-not-just-my-mind-reflecting-on-study-visits-and-immersion-programmes-in-development-education/>

## 5. Creations

The practice of creations (and co-creations) involves action and is a participatory practice. Learners concentrate on creating or co-creating/ collaborating for educational and entertainment purposes and get involved in processes that result in one or more outcomes, experiencing all the making stages, fostering creativity, patience, trial and error, problem-solving, decision-making, feedback and reflection. Learners may create anywhere (e.g. home, school, museum, field, laptop, etc.), either in formal or informal education settings.

The practice of creations and co-creations is also named after 'tinkering and making' and it links to object-based learning, phenomenon-based learning, inquiry-based learning, learning by doing, play, intergenerational learning, innovation and education, etc. In the context of creation and co-creation practices, meaningful learning may happen and much fun may be generated. Objects can be an impetus for creation and creating and making may result in an object that may be used for object-based learning.

Useful links/ references:

- 10 Reasons why attending Creation Station STEAM classes can benefit your child.  
<https://www.thecreationstation.co.uk/inspiration/10-reasons-why-attending-creation-station-steam-classes-can-benefit-your-child>
- 6 Must-Have Creation Tools for the BYOD Classroom  
<https://www.edutopia.org/blog/creation-tools-for-byod-classroom-monica-burns>
- Parents, Want To Build Influence With Your Kids? Try Co-Creating Rules  
<https://tribecatherapy.com/5144/parents-therapy-co-creating-rules/>

## 6. Critical literacy-based techniques & practices

Critical literacy practices are usually those promoting advanced thinking skills, such as comparing, contrasting, analyzing, interpreting, negotiating, debating, reviewing, criticizing, detecting and questioning power and control relations, etc. It promotes meaningful learning in higher learning skills contexts, where learners are invited to question and deconstruct the realities around them, in order to understand them better.

Useful links/ references:

- Critical Literacy in Early Elementary Grades  
<https://www.edutopia.org/article/critical-literacy-early-elementary-grades>
- Teaching Critical Literacy  
[http://educationleader.com/subtopicintro/read/scholastic/scholastic\\_343\\_1.pdf](http://educationleader.com/subtopicintro/read/scholastic/scholastic_343_1.pdf)
- Connecting Practice and Research: Critical Literacy Guide  
[http://www.edugains.ca/resourcesLIT/CoreResources/Critical\\_Literacy\\_Guide.pdf](http://www.edugains.ca/resourcesLIT/CoreResources/Critical_Literacy_Guide.pdf)

## 7. Dialogic-based learning techniques and practices

Dialogic-based learning techniques and practices are practices promoting dialogue. Based on Ed.G.E project analytical work, discussion and debate are the main dialogic-based practices emerged

### Discussion

Discussion is an interactive teaching and learning technique and practice that promotes learning and knowledge acquisition from one another as well as expression, engagement in fruitful and meaningful conversations, listening and reflection. Either planned or spontaneous, a discussion may serve communication, ideas exchanging, problem-solving, and other purposes, and may happen in formal and in informal education settings.

### Debate

The debate is a teaching and learning technique and practice that usually links to discussion, as it refers to a discussion of advocating positions on an issue or query with the aim to make the audience accept their point of view. Debates can be informal (e.g. persuading friends why a mobile phone model is better than others) or formal (e.g. political debates and public speaking) and may be used in teaching and learning to open a lesson or to close it or even last for the whole session. This practice promotes alternative, advanced and argumentative thinking, as it requires learners to be exposed to different viewpoints. Alongside, it fosters understanding, listening, expression, communication, and reflection skills. It links to context-based learning and problem-solving as well as critical literacy and collaborative learning.

## Useful links/ references:

## Discussion

- Teaching with Discussions  
<https://teachingcenter.wustl.edu/resources/active-learning/discussions/teaching-with-discussions/>
- How to use discussion as a teaching strategy  
<https://www.classcraft.com/blog/features/how-to-use-discussion-as-a-teaching-strategy/>
- Classroom Discussions  
<https://tltc.umd.edu/classroom-discussions>

## Debate

- Debate: An Approach to Teaching and Learning  
[https://blogs.shu.ac.uk/shutel/2014/09/02/debate-an-approach-to-teaching-and-learning/?doing\\_wp\\_cron=1594816763.3492150306701660156250](https://blogs.shu.ac.uk/shutel/2014/09/02/debate-an-approach-to-teaching-and-learning/?doing_wp_cron=1594816763.3492150306701660156250)
- Complete Guide to Debating: How to Improve your Debating Skills  
<https://virtualspeech.com/blog/guide-to-debating>
- 5 Classic Debate Techniques to Help you Nail your Next Pitch  
<https://blog.hubspot.com/marketing/debate-techniques-nail-next-pitch>
- The use of in-class debates as a teaching strategy in increasing students' critical thinking and collaborative learning skills in higher education/  
<https://educationstudies.org.uk/wp-content/uploads/2015/01/Brown.pdf>
- Participative Learning Structure - Debate  
<https://ryanarciero.weebly.com/cooperative-teaching-strategies-blog/cooperative-learning-activity-debate>

## 8. Example-based learning

Example-based practices in teaching and learning have always been well-promoted in educational contexts. With a close link to hands-on techniques and practices and learning by doing, exemplary-based learning supports practical approaches and active learning more than theory. With a similar approach to object-based learning, and evidence-based learning, examples may promote learning and understanding across disciplines. Observing, exploring, critical reviewing and reflection are some of the skills promoted in the context of example-based practices and experiences that may be designed, shared and experiences since the early years.

### Useful links/ references:

- The Importance of Hands-On Learning in Child Education  
<https://blog.friendscentral.org/benefits-of-hands-on-learning>
- Unleashing the Power of Examples  
<https://www.facultyfocus.com/articles/effective-teaching-strategies/unleashing-the-power-of-examples/>
- The role of evidence in teaching and learning  
<https://www.teachermagazine.com.au/columnists/geoff-masters/the-role-of-evidence-in-teaching-and-learning>
- Renkl, A. (2011). Instruction based on examples. In R. E. Mayer & P. A. Alexander (Eds.), Handbook of research on learning and instruction (pp. 272–295). New York: Routledge.
- Van Gog, T., Rummel, N., & Renkl, A. (2019). Learning How to Solve Problems by Studying Examples. In J. Dunlosky & K. Rawson (Eds.), The Cambridge Handbook of Cognition and Education (Cambridge Handbooks in Psychology, pp. 183-208).

## 9. Gamification

Game-based techniques and practices involve learners exploring for the purposes of learning a game (gaming) or aspects of gaming (gamification) that are applied to a non-game setting, e.g. badges, rating, scores, achievements, leaderboards, etc.

Different kind of games can be used in the classroom for learning purposes. Some examples include serious games, board games, VR/AR games, simulations, motion-based games (e.g. Kinect, exergames), learning applications, etc.

This learning technique and practice offers motivating and engaging learning experiences to all learners who join to learn and have fun.

Useful links/ references:

- Games as a teaching method  
<http://cometaresearch.org/educationvet/didactic-games-as-teaching-method/>
- 5 Steps to Implementing Game-Based Learning in the Classroom  
<https://www.prodigygame.com/blog/implementing-game-based-learning-in-the-classroom-examples/>
- Why are Games the best Teaching Method for Learning?  
<https://learningspecialistmaterials.blogspot.com/2018/11/why-are-games-best-teaching-method-for.html>

## 10. Independent learning

In contemporary years, independent learning and independent learning techniques and practices have initiated to count, in both school and family literacy, and beyond. In trying to move away from traditional practices, that failed to promote active involvement and autonomous participation, independent learning enables the individual to think, act and pursue knowledge and learning autonomously, talking initiatives that promote self-directed learning.

Useful links/ references:

- Top tips for independent learning  
<https://www.brightknowledge.org/study-skills/top-tips-for-independent-learning>
- Developing independent learning skills that improve outcomes  
<https://blog.irisconnect.com/uk/blog/9-tips-for-encouraging-students-to-become-independent-learners/>
- Seven ways to develop independent learners  
<https://www.english.com/blog/seven-ways-to-develop-independent-learners/>

## 11. Inquiry-based learning

Inquiry-based learning practices promote active learning, encouraging learners to explore contexts, concepts and resources, ask questions and practice research, thinking and problem-solving. Learners work individually and in groups, with scenarios and case studies or long-scale research projects, and share ideas on the processes to follow, in order to reach the desired result(s). Thus, in principle, inquiry-led learning is closely related to project-based learning and scenarios/case-studies-led teaching and learning, as well as experiential learning. However, it is set upon open-ended learning principles, without pre-defined conclusions or research results.

### Case studies/ Scenarios

Case studies and scenarios are short, non-lengthy contexts, that come in the form of mini-stories and well-documented situations, mostly real-life ones. They mainly refer to complex issues and situations, as well as abstract concepts in comprehensive and engaging ways.

Case studies and scenarios increase active participation and collaboration and they raise learners' interest to know, understand, be involved and practice. They also foster learners' application of theoretical knowledge, practical and research skills, critical and strategic thinking, negotiation, decision-making, feedback and reflection, evaluation, as well as problem and dilemmas solving. They can help learners to recall and apply concepts, once they have finished a lesson or a course and they may serve purposes of deep, meaningful and effective education.

Useful links/ references:

Inquiry-based learning

- What is Inquiry-Based Learning (And How Is It Effective)?  
<https://gradelearning.com/what-is-inquiry-based-learning/>
- What Is Inquiry-Based Learning: 7 Benefits & Strategies You Need to Know

<https://www.prodigygame.com/blog/inquiry-based-learning-definition-benefits-strategies/>

- Capacity Building Series: Inquiry-based Learning  
[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/cbs\\_inquirybased.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/cbs_inquirybased.pdf)

## Case studies

- Case Studies  
<https://students.flinders.edu.au/content/dam/student/slc/case-studies.pdf>
- Using Case Studies to Teach  
<https://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/>
- Case study analysis or scenario-based questions  
<https://www.csu.edu.au/division/learning-and-teaching/home/assessment-and-moderation/alternatives-to-the-end-of-session-exam/case-study-analysis>

## 12. Intergenerational learning

Intergenerational learning (IL) is a practice where people of all ages learn together and from each other. Being engaged in shared learning experiences, people of all aged acquire and transfer skills, knowledge and values. IL relates to peer-reviewing, collaborative learning and lifelong learning and it fosters greater understanding, interaction and respect between people of different ages and generations, enhancing intergenerational solidarity that will bridge age distances and will benefit them and society.

Useful links/ references:

- You're never too old to play: Intergenerational Learning Programs  
<https://www.geteduca.com/blog/intergenerational-learning/>
- 8 top tips for successful intergenerational learning  
<https://epale.ec.europa.eu/en/blog/8-top-tips-successful-intergenerational-learning>
- How Intergenerational Learning Benefits Both the Young and the Old  
<https://medium.com/@sadie.ulland/how-intergenerational-learning-benefits-both-the-young-and-the-old-9975751d1eb3>

## 13. Media-based learning techniques and practices

From the Ed.G.E analytical work, media-based techniques and practices mainly involve TV-led learning and digitalization.

### TV-led learning

Ever since the day of its creation television has been one of the most effective media in promoting the teaching, learning and entertainment of children and young people as well as adults, its educative role has been long acknowledged with global bibliography acknowledging its educational value and with university degrees on Educational Technology in the past and on Educational Media and Communication in contemporary years, highlighting the contribution of TV to the educational realm through the years. From TV news, shows, and advertisements, to films, documentaries and movies, and so on, TV watching-lead learning adds on to children's skills in understanding the world and well as their well-being. TV succeeds in addressing various learning styles and interests, inspiring and motivating learners towards TV-led practices.

### Digitalisation

Digitalisation refers to digital media, digital tools and new technologies-based teaching and learning. It encourages the understanding of complex issues, enabling learners to make meaning and give interpretations to the world around them, to concepts and situations. Digital learning makes knowledge accessible, comprehensible and fun. It increases the learners' attention span, motivation and engagement in learning experiences that go beyond traditional

media, resources and tools. They may be used to prepare, wrap up or deepening on-site learning experiences.

Useful links/ resources:

#### Digitalisation

- The digitization of the classroom  
<https://www.educationdive.com/spons/the-digitization-of-the-classroom/527576/>
- How to Digitalise Your School  
<http://cuppla.co/how-to-digitalise-your-school/>
- Why the classrooms must go digital and how  
<https://yourstory.com/2018/07/classrooms-must-go-digital>
- Releasing the power of the arts: exploring arts education in the Asia-Pacific  
<https://unesdoc.unesco.org/ark:/48223/pf0000220601>
- Pepler, K. A. (2010) Media Arts: Arts Education for a Digital Age. Teachers College Record 112(8), pp.2118-2153.

## 14. Object-based learning

Object-Based Learning (OBL) is a child-led teaching and learning approach closely related to hands-on approach as well as play. Objects and artefacts (authentic or replica), big or small, are used to facilitate individual learning or in groups, inside and outside the classroom and home, in informal or formal education contexts. They can be anything from a book or a toy, to a work of art, natural history specimen or an archeological artefact.

In learner-centred contexts, learners are invited to observe the objects, describe them, search for them, learn about their history, uses, benefits, drawbacks and risks. Object-based learning promotes learners' subject-specific and cross-disciplinary knowledge, searching, observing and reflective skills and endorse teamwork, communication, engagement and interaction with the self, the others and the environment, in fascinating and motivating learning contexts and experiences.

Useful links/ references:

- What is Object-Based Learning?  
[https://blogs.shu.ac.uk/engagement/toolkit/breif/?doing\\_wp\\_cron=1594991356.5569779872894287109375](https://blogs.shu.ac.uk/engagement/toolkit/breif/?doing_wp_cron=1594991356.5569779872894287109375)
- Object-Based Learning in small group teaching  
[https://blogs.shu.ac.uk/engagement/toolkit/using-objects-to-stimulate-learning/obl-in-small-group-teaching/?doing\\_wp\\_cron=1594991662.2946019172668457031250](https://blogs.shu.ac.uk/engagement/toolkit/using-objects-to-stimulate-learning/obl-in-small-group-teaching/?doing_wp_cron=1594991662.2946019172668457031250)
- Unleash the Power of Objects in Your Classroom  
<https://inservice.ascd.org/unleash-the-power-of-objects-in-your-classroom/>

## 15. Play

Children are intrinsically motivated to explore the world through play. Play is inherently child-led and has positive implications for wellbeing, creative and critical thinking, social and emotional development, and language and literacy acquisition. Play can take place in any setting with children interacting with the self, the others and the environment. Play is social and engaged, supporting children to inquire about their world, test their own hypotheses, and develop and practice empathy. It is collaborative and co-creative.

Play-based learning, in either general play or free play contexts, is process-oriented. Concerning the former, the adult guides (fully or partly) the processes in contexts where play is seen as a natural mean for learning that is used as a basis for every learning activity which involves playful elements. The later, however, is self-chosen and unstructured. It situates open-ended child-led play at the center of the learning environment, where the adult may support opportunities for learning by either actively participating in child-led activities and/or asking questions, providing materials, or designing the learning space. Crucially, adults act as supporters directed by the child and their interest.

Useful links/ references:

- The Importance of Play-Based Learning  
<https://resilienteducator.com/classroom-resources/play-based-learning/>
- What is play-based learning?  
<https://www.wonderschool.com/p/parent-resources/what-is-play-based-learning/>
- What are the benefits of play-based learning?  
[https://www.legofoundation.com/media/1063/learning-through-play\\_web.pdf](https://www.legofoundation.com/media/1063/learning-through-play_web.pdf)
- Play-based learning in a culture of inquiry  
<https://www.ontario.ca/document/kindergarten-program-2016/play-based-learning-culture-inquiry>

- Tara Zollinger Henderson, T. and Atencio, D. J. (2007). Intergration of Play, Learning, and Experience: What Museums Afford Young Visitors. *Early Childhood Education Journal* 35, pp. 245–251.

## 16. Project-based learning

Project Based Learning (PBL) is a teaching method that gives learners the possibility to be involved in a specific learning context for an extended period of time (a week, a month, a semester, a year, two years, etc.). Learners are invited to gain knowledge and skills by working individually and in groups for a certain question or set of questions, problem, and challenge. PBL promotes multiple advanced skills, as for example, taking action, problem-solving, teamwork and collaboration, decision-making, reflection and engagement in an authentic context in meaningful and active ways. Learners are required to communicate in different ways, from writing, texting and speaking to preparing visual presentations.

Useful links/ references:

- Project-Based Learning: Benefits, Examples, and Resources  
<https://www.schoolology.com/blog/project-based-learning-pbl-benefits-examples-and-resources>
- Seven Essentials for Project-Based Learning  
[http://www.ascd.org/publications/educational\\_leadership/sept10/vol68/num01/Seven\\_Essentials\\_for\\_Project-Based\\_Learning.aspx](http://www.ascd.org/publications/educational_leadership/sept10/vol68/num01/Seven_Essentials_for_Project-Based_Learning.aspx)
- What is Project-Based Learning?  
<https://www.definedlearning.com/blog/what-is-project-based-learning/>

# CONCLUSION

## Final notes

Drawing from the results of Ed.G.E project's analytical work to assess gaps and needs of children and young people in understanding gender norms, gender equality, gender-based discrimination, The Guide of Culture-based Techniques and Practices is an output of the two year project EdGE project – Educating Children and Young People on Gender Equality [REC-AG-2018/REC-RDAP-GBV-AG-2018] that is funded by the EU Rights, Equality and Citizenship (REC) programme 2014-2020.

Following a review and mapping of existing gender-related educational initiatives offered by museums in EU cities, as well as other available culture/arts-based methodologies and techniques, the most appropriate techniques and practices for educating and raising the awareness of children and young people in gender equality were identified and are noted hereby with useful links and resources.

With this Guide, Ed.G.E project consortium aspires to inform the next deliverables of the project (e.g. country-based adaptations, curriculum, teachers' manual, digital tools and learning activities development and implementations) and contribute further to fostering raising awareness and education of children and young people in gender equality, for them to challenge gender inequality, stereotyping, discrimination, etc., through the use of modern forms of creative cultural expression, at home, within the school and the community and beyond.



## Project's coordinator:

Address: 75, Skoufa str. Athens 10680 Greece

Email: [kmop@kmop.gr](mailto:kmop@kmop.gr)

Website: <https://www.kmop.gr/>

