



A PEDAGOGICAL APPROACH TO THE STUDY OF LEARNING OBJECTS (LOS)



Erasmus+

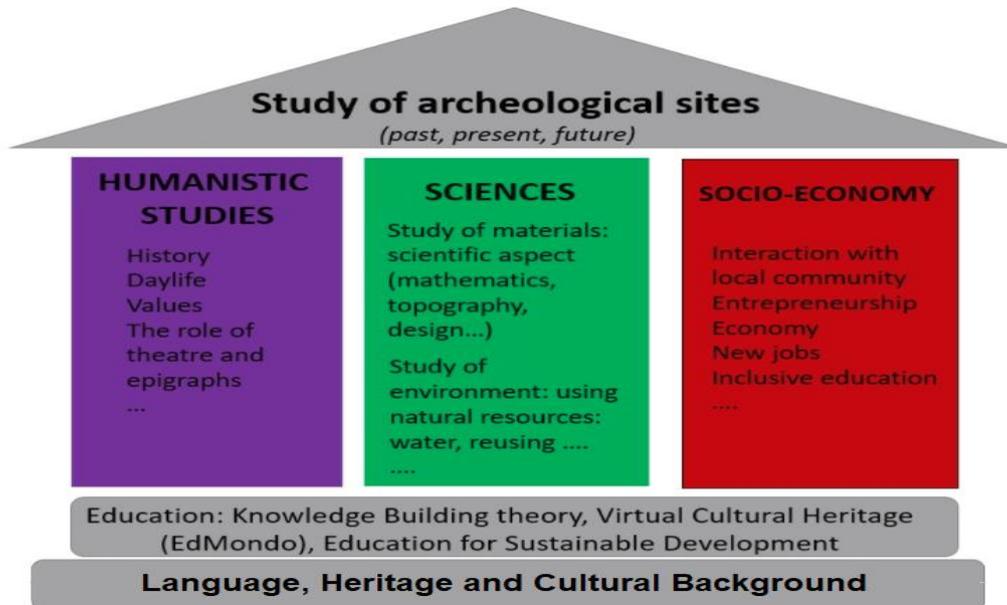


SPAIN, GREECE AND ITALY

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Background

"ArchaeoSchool for the Future: A Sustainability Approach" (<http://archaeoschool.eu/>) uses the existence of archaeological sites from the Greco-Roman era in three closely associated areas of Europe as a basis for developing a strategic approach to strengthening the links between schools and a local environment. The project's aims are to support a student's understanding of history as well as their present environments in order to build their future as active citizens, critical thinkers, problem solvers and to find new job opportunities.



The archaeological sites and probing questioned targeted in the project include:



Ancient Messene (Greece)



Roman theater in Verona (Italy)



Roman ruins of Tarraco, Tarragona (Spain)



Ancient Greek and Roman cities of Empuries (Spain)

Explore
Question
Search
Wonder
Gather
Analyze
Sort
Group

Think
Cooperate
Propose
Communicate
Design
Do
Create
Change

Rethink
Collaborate
Solve
Build
Learn
Realise
ACT

The idea of the project was inspired by «The School Adopts a Monument» initially launched in Naples (1994) with the aim of promoting the monuments of the city and to raise inhabitants' awareness of issues related to the protection of their cultural heritage.

ArchaeoSchool differs in that its main objective is not to promote archaeological sites per se but rather show how archaeological sites can contribute to the present and future life of citizens. This project looks to the classroom of the future: by its focus on innovative teaching, use of technology, active learning and the collaborative skills required for the XXIst century.

The innovative dimension which ArchaeoSchool will bring to this cooperation may be summarized as follows:

- The multidimensional and interdisciplinary (instead of multidisciplinary) study of the archaeological sites
- Pupils will be supported to appreciate the linguistic heritage in their everyday life and to realize that all partner school pupils are sharing this same opportunity. In this perspective all pupils will have a deeper contact with the contemporary and ancient form of their language and also with the language of the school partners.
- Archaeological sites will be studied as a paradigm for the development of 21st century skills and the development of lifelong learning skills relating to continued learning, the world of work, citizenship)
- Learners will be actively engaged in knowledge discovery instead of being mere recipients of information
- The innovative and differentiated communication and cooperation between participants using the EdMondo and Knowledge Forum
- The use of KB and ESD activities offer innovating methodology techniques for inclusion, equity and active participation of pupils
- Shared learning partnerships involving teachers and pupils.

Meetings before submitting the project proposal. First inside the oldest Library in Italy, at Florence National Central Library. Secondly at Prof. Themelis Office in Athens, some meters away from Acropolis.

Partners have worked in many complementary projects and ArchaeoSchool brings an added-value to this earlier work in the following areas:

1. Humanistic and scientific study of archaeological sites

For the past 10 years, under a national project named "Antica Messene", Liceo Fracastoro and Agli Angeli from Verona in cooperation with the UNIV Ca'Foscari of Venice has introduced students to the study of the archaeological site of ancient Messene using a multidisciplinary approach. They have visited the site every year in order to undertake intensive research related to disciplines such as humanities, language and culture, natural resources, art and design.

2. Knowledge Building (KB) theory

CDL coordinates the Knowledge Building International Project (KBIP) where school pupils take part in knowledge building with their classroom peers and international peers. Pupils advance their understanding of their research topics beyond their initial understanding, with the aim of producing more pertinent knowledge about their research topic. Pupils take responsibility for their research and learning (including generating questions, discussing ideas, evaluating information and monitoring their progress), while the teacher acts as a guide and facilitator for the learning process. CDL has developed "Knowledge Forum", an online collaborative software (open source platform) used for Knowledge Building class activities. This Knowledge Forum (KF5beta) is an electronic group workspace designed to support the process of KB. KF helps the creation, sharing and use of knowledge within and across classes and

organizations. Pupils, teachers, academic experts and business leaders recognize that the ability to transform individual ideas into collective knowledge is the key to success in the future.

3. EdMondo Virtual Culture Heritage tool for Education community

This tool, developed by INDIRE -Italian National Institute for Educational Research and Innovation-, enables the creation of a “school-friendly” virtual world based on open source technologies in which pupils will simulate the revival of the archaeological sites day life activities. It has been adopted for designing and prototyping physics simulations as well as Maths, learning games, reconstructing real environments from the present or the past in some important educational initiatives, such as “DIDATEC” project led by the Italian Ministry of Education, and the pan-European iTEC project. It is based on practices involving teachers and pupils from different schools, working on a shared task in a shared digital space. Currently, it hosts more than 2000 teachers and students.

4. Education for Sustainable Development (ESD)

Since 2011, ancient Messene has become a field of research for Environmental Education Center in Kalamata. The ancient city is studied from economic, environmental and social aspects (the 3 pillars of Sustainability) along with their cross-sectoral interest . The results of this research are presented to schools via experiential activities in situ in order to compare them to the modern way of living and to take decisions as active future citizens.

The project was inspired by the historical trading and cultural exchanges involving archaeological sites in Greece, Italy and Spain:

- ancient Messini (Greece),
- Roman theatre in Verona (Italy)
- Roman ruins of Tàrraco, Tarragona (Spain)
- ancient Greek and Roman cities of Empúries (Spain)

Ten partners, which include universities, schools and archaeological sites from these regions that share a common Greco-Roman legacy worked together to develop a wide-ranging strategic approach to addressing the common challenges they face to create learning experiences that respond to two challenges faced by each of the regions. These are:

1. Capitalizing on the common heritage of the Greco-Roman sites

The influence of the Greek and Roman civilizations and their colonies on the socio-economic evolution of European countries during ancient era continues to be relevant today. The results of recent archaeological research provide some answers and open new questions, not only for the past, but also for the present and future of our culture. Throughout history we have shared common problems such as water scarcity and management in the Mediterranean countries. Today the focus is on identifying solutions to some of the common problems we share which will impact on the future of our citizens.

2. Creating sustainable employment

The economic crisis in Europe has a huge impact on the national economies of each country. As an indicator, the EU-28 unemployment rate was 9.8 % in January 2015. In our three participating countries the rates are: Greece (25.8 %), Spain (23.4 %) and Italy (12.9%).

Using these two inter-related challenges as a starting point, ArchaeoSchool aims to strengthen the links between the school and its local environment and deepen

concepts of local and European identity, through building on the historical links between archaeological sites of the ancient Greek and Roman era.

It will develop sustainable models for teacher professional development, the integration of career awareness into curricula, and strengthening the engagement between the school and local stakeholders. It will develop strategies for using the local historical environment as a means of addressing the challenges of providing long term employment opportunities for young people.

Objectives

- Strengthen learners' competences across a range of disciplines (Humanities, Culture, Language-contemporary and ancient-, Sciences, Technology and Economy) by applying entrepreneurial solutions to concrete challenges inherent in developing such a project
- Develop skills relevant for the world of work (digital literacy, active citizens, critical thinkers, problem solvers, etc.) under the umbrella of XXIst century skills through the implementation of KB theory and Virtual Cultural Heritage tools
- Identify sustainable employment possibilities and open the career orientation to young unemployed
- Enable pupils to understand the present and develop their competencies as future citizens
- Develop partnerships between school, local historical sites and social/economic partners at local level in order to develop the knowledge of learners
- Support creating sustainable methodologies for ensuring that the richness of the past contributes to the social, cultural and economic life of the future
- Raise learners' awareness of the importance of archaeological sites in order to become a part of our everyday life by giving the possibilities to citizens not only visiting them but mainly by reviving its ancient activities
- Develop concepts of active citizenship (national and European), sustainability and social coherence through engagement with the history of the sites, their place in the local environment and as markers and continuers of cultural identity.
- Increase attractiveness of local and European monuments for young people

Target Groups

The project actively engages secondary school pupils and teachers with the cultural heritage (archaeological and linguistic) of the areas surrounding all six schools involved in the project. It will use new technologies for building new content; encourage respect for diversity through the study of the languages and cultures of others; analyze the evidence of the past and develop strategies to ensure sustainability.

The project involved mainstream and disadvantaged learners, teachers, school heads, career guidance teachers, local community leaders, unemployed youth and stakeholders in local communities. Each partner contributes interdisciplinary expertise which builds on complementary earlier work, thus bringing an added value through their cooperation. Innovative forms of collaboration between teachers and pupils through the proposed ICT tools in each of these regions will also support the concept of the European teacher and the embedding of a European dimension in the daily practice of schools involved in the project.

Intellectual Outputs:

Project website

Website for project dissemination including:

- Project Scope, target group
- Outputs of the project

- Policy dialogs (Municipalities, School counselors, actors of Education)
- Press conference texts
- Calendar of dissemination/multiplier events and Info days
- Photos-videos
- Links to the curriculum of universities for entrepreneurship and archaeological sites

Handbook and languages learning material - on line
(Downloadable 111-page ARCHEOBOOK in five languages: English, Greek, Italian, Catalan, Spanish)

Handbook for languages courses

- in modern Greek, Italian, Catalan and Spanish (about 80 pages each, level A1-2/ B1: Five teaching units A and A2 level, three teaching units B1 and B2 for modern languages and
- a unit teaching introductory knowledge of Latin and ancient Greek (beginners).

Each handbook will present some learning units in each language with a common background: learning a modern European language less wide taught to understand different cultures and the common heritage of the European languages. The teaching tool and online tutorials to enable teachers and students of the project to follow a unique training program focused on the study of modern languages as a result of the linguistic heritage alive ancient Greek and Latin.

The handbooks will offer then the opportunity to read, write, study linguistic and cultural subjects on European modern languages (Italian, Catalan/Spanish, and modern Greek) and a guide on the historical mother languages (Ancient Greek and Latin).

Each handbook will be offered to pupils in pdf and on line.

Small amount of hard-copies.

O3-Educational Museum kit

This kit will be addressed to group of visitors or secondary school teams that visit ancient Messene in order to self explore the archaeological site and the respective museum. It will include educational material facilitating cross-curricular learning such as educators' guide, works of art and primary sources (texts, maps, topographic, images and photographs) and step-by-step exploration plan of the archaeological site through concrete learning activities. The most important excavation findings, public buildings, sanctuaries, fortification and tombs will be noted as also as the social-economic status of the city over all its historical periods (from the first habitation to today).

Intellectual Output O4 - KB e-learning handbook

(Downloadable handbook to help teachers guide their students in the use of education technology, Knowledge Forum 6, formulated specifically for guided inquiry. All educators around the world can use this KF6 handbook to develop knowledge building communities create new knowledge and implement Knowledge Building theories.

The KF6 handbook offers some help to introduce the teachers to a different educational framework: creativity, collaboration, asynchronous communication, multidisciplinary teams, lifelong learning and international cooperation are terms used in this new way of learning.)

In order to support C2 training activity (e-learning on Knowledge Building Forum platform-KF5) CDL will prepare a supportive pedagogical material addressed to teachers. This material will include the theoretical background on Knowledge Building theory, a user manual of KF5* and some examples of use in class.

*In January 2017, Knowledge Forum is being updated to version 6, so the handbook will be revised.

O5-Virtual reconstructions in EdMondo

VIDEOS: Look how we 3D-produced

- the main Theatre in ancient Messene and
- Amphitheatre of Tarragona

Screen shots from theaters of Verona, Tarraco and ancient Messene

3D digital reconstructions of the 3 main buildings in the archaeological site that will be investigated by all schools. KPEK will be responsible for the output in cooperation with a representative of INDIRE (non-partner but provides EdMondo digital environment to this partnership) as the technical advisor and expert in EdMondo. Schools and EFAMES will make all steps needed to reconstruct the buildings and EFAMES, UNIV Ca'Foscari, CDL will have the scientific support of the final products. Also, 2 other schools (teachers and students) from Italy that have great expertise in EdMondo, will provide help and guidance via EdMondo to partners.

O6-Knowledge Forum community

PrintScreens

Data Analysis (gathered from pupils collaborative research) (presentation and respective text)

Schools project teams will study and work on local archaeological sites (ancient Messene, Verona theater, Tarraco and Empúries) in three stages: initial, deeper and profound research. They will study the past and present through a reading and active participation of the archaeological heritage documented in their city and in the area surrounding them. This activity of study and research will be accompanied by language training in modern and ancient Greek, Italian and Latin, Spanish / Catalan. The teaching methodology will be based in Knowledge Building theory and on ESD and partners will collaborate in the research by exchanging answers and resources via the Knowledge Forum platform (KF).

In each stage, concrete questions will be drawn regarding the archaeological sites and schools project team will investigate for answers. These questions will be the same for every school partner and will be published to the KF for open discussion (between pupils, teachers and rest partners). The data collection in KF will form the final output.

O7-Career guidance and entrepreneurship related to archaeological sites

This guide will be separated in two sections: Career guidance and entrepreneurship.

The first section will include all information regarding innovative occupations in relation to the archaeological sites and the respective studies that have to be followed in every partner country (guidance orientation).

The second section will include concrete steps for a start-up business process in each country. Schools project teams will choose and create virtual enterprises and they will follow a business plan.

O8-Video from EdMondo virtual act plays

Based on the study and work of the archaeological sites and the virtual visual reconstructions, schools project teams will write teaching scenarios to highlight sustainability policies in these ancient societies and cities and will use EdMondo in order to apply these scenarios in form of virtual role play of their avatars. Then, they will extract these avatars role plays in form of videos.

The videos will be edited by an exterior expert. Each video will be in mother language of pupils (Greek, Ancient Greek, Italian, Latin, Spanish and Catalan) that have created it and it will be subtitled in English.

O9-Teachers Guide - Active citizenship emerging from Cultural heritage

This guide is addressed to teachers in order to use it in respective projects or interdisciplinary courses in the formation of new citizens capable of respecting the past, make it part of their present and deliver it to the future.

The guide will include the results of the study and work of the involved archaeological sites, the virtual 3D reconstructions and teaching units respective to the theoretical framework of the methodology and tools applied during the project. Specifically, the teaching units will include resources, curricula, learning activities in class, in the archaeological site and respective museum and will be divided in the following sections:

- Presentation of archaeological sites
- Language and Culture, the influence of Greek and Roman Cultural heritage
- Economy, Society and Environment - issues answered by pupils
- Cultural Virtual heritage
- Knowledge Building theory and the relationship between the 12 knowledge building principles and the new learning skills
- EdMondo Virtual World for schools
- Career guidance and basic principles of Entrepreneurship and archaeological sites in relation to Sustainability
- Sustainability principles and Education for Sustainable Development : theory and interdisciplinary experiential activities in and out of the classroom
- Educating future active citizens: theory and practice

Thematics

Interdisciplinary approach of archaeological sites

Strategies of Cultural Management

Prof. Petros Themelis, Director of ancient Messene excavation and restoration project
Archaeological sites and Education,

Georgios Panagopoulos, Environmental Education Center in Kalamata

Μια σύγχρονη προσέγγιση της αγοράς της αρχαίας Μεσσήνης ως μνημείο μείζονος πολιτισμικής και ανθρωποκεντρικής αξίας

DIMOSTHENIS KOSMOPOULOS, Ephorate of Antiquities of Messenia

The Archaeology as a research gate to the future

MARIA TSOULAKOU and KATERINA TZAMOURANI, Ephorate of Antiquities of Messenia

(ALSO: The text of the presentation)

Archaeology and memory in ancient Messene: towards a humanistic approach

MARIA TSOULAKOU, Ephorate of Antiquities of Messenia

Archaeological sites: Preparing active and culturally aware citizens

KATERINA TZAMOURANI, Ephorate of Antiquities of Messenia

ArchaeoSchool Landscape: Archeology, Tourism and Knowledge in motion

MIREIA MONTANE, Le Col.legi de Doctors i Llic. en Filosofia i Lletres i en Ciències de Catalunya

The Ancient Greco-Roman World: closer than ever, LIDIA FERNANDEZ, Le Col.legi de Doctors i Llic. en Filosofia i Lletres i en Ciències de Catalunya

Scientific aspects of the Archaeology, XAVIER JUAN, Le Col.legi de Doctors i Llic. en Filosofia i Lletres i en Ciències de Catalunya

Cities and Archaeological sites targeted by this project

Tarragona archaeological site (pdf),

Pere Boluda, Sant Pau Apostol school in Tarragona

Roman theater of Verona (ppt),

Liceo Fracastoro and Agli Angeli teachers
City of Verona (ppt),
GianDomenico Sergio, Liceo Fracastoro in Verona
Cities involved in the project (Video),
Pere Boluda, Sant Pau Apostol school in Tarragona

Teaching activities
Experiential activities in and out of the class
implemented by Maria Balaska - Lower Secondary General School of Thouria

Language-Culture
Language and Culture
by Eugenia Liosatou, Modern Greek Language Lecturer, University of Ca' Foscari
Influence of Greek and Roman Cultural heritage: Ideological perception and reception
FILIPPO MARIA CARINCI, Dept. of Humanities, Ca'Foscari
LUIGI SPERTI, Dept. of Humanities, Ca' Foscari
Influence of Greek and Roman Cultural heritage: Analysis of the languages differences.
Catalans in the Mediterranean Area
PATRIZIO RIGOBON, Dept. of Linguistic and Comparative Cultural Studies, Ca'
Foscari
Greek and Roman Cultural heritage: Activities to do in class teaching modern Greek
EUGENIA LIOSATOU, Dept. of Humanities, Ca' Foscari
Intellectual Output O2: Handbook and languages learning material - on line
Caterina Carpinato et al., CaFoscari University of Venice
Knowledge Building
Introduction to Knowledge Building
Carme Amorós, Lúdia Fernández, Xavier Juan, Mireia Montané - Centre for
International Educational Projects, Col·legi de Doctors i Llicenciats en Filosofia i Lletres
de Catalunya
Knowledge Building International Project
Teresa Morales and Mayte Sole, Institut Baix Camp school
Class activity
Maria Balaska - Lower Secondary General School of Thouria
Intellectual Output O4 : Knowledge Forum 6 Handbook for teachers
Catalan partners

EdMondo - 3D Virtual World for Education
EdMondo Guide #1
by Andrea Benassi - Researcher - INDIRE
Creating in EdMondo (the theater of ancient Messene, Greece)
by Anastasios Ntimenos, Lower Secondary School in Thouria
Education for Sustainable Development
ESD outline
Maria Balaska - Lower Secondary General School of Thouria
ESD - linkage to active citizenship
Anastasios Zompolas and George Argirolipoulos - Environmental Education Center in
Kalamata
ESD activities (Workshop in 2016 project seminar in Venice), Anastasios Zompolas,
Ioanna Ravani and George Argirolipoulos - Environmental Education Center in
Kalamata and Maria Balaska - Lower Secondary General School of Thouria

Bibliography on ESD:

ESD SourceBook, UNESCO, 2012

Education for change: A handbook for teaching and learning sustainable development, Baltic University Programme Uppsala University, EU Comenius 2.1. Programme Teacher Training for Learning to Live Together - A Training Manual for EIU and ESD, Asia-Pacific Centre of Education for international understanding, 2008

Handbook on methods used in Environmental Education and Education for Sustainable Development, Scoullos M, Malotidi V, MIO-ECSDE, Athens, 2004

Short description of 100 energizers for workshops and trainings, The International HIV/AIDS Alliance, 2002

Entrepreneurship

Entrepreneurship Introduction

Oriol Mestres (Saint Pau Apostol school) and Carme Aragones (Institut Baix Camp school)

Entrepreneurship Guide

Oriol Mestres (Saint Pau Apostol school)

Business Plan

Oriol Mestres (Saint Pau Apostol school)

Pedagogical Approach to the Study of Learning Objects (LOs)

1. Modelling, Coaching and Scaffolding. Three steps of a pedagogical approach

- **Modelling:** Analysis of the experts' results – which knowledge they use, which cognitive and meta-cognitive processes they carry out during a problem solving activity which is problem-oriented and guided by the teacher. The modelling includes the analysis of meaningful cases, and implements an approach to education support.
- **Coaching:** Refers to the teacher's activity when supporting the students' efforts to solve some task. In this case, the emphasis is on the students' work. Here, the teacher follows and regulates the students' activity by analysing it and providing feedback and suggestions. Entails a high degree of interaction between students and teacher.
- **Scaffolding:** Refers to any incentive or help, adapted to the students' ability level, intentionally given in order to help a student to perform some task. The focus is mainly on knowledge to be acquired and tasks to be tackled; taking into consideration the systemic factors that may affect performance. A distinctive characteristic of scaffolding is to decrease over the time and finally disappear.

E. Busetti & others: *A pedagogical approach to the design of Learning Objects (LOs)*, in FORMATEX 2005

2. Why would it be interesting for students to study little ceramic sculptures as artistic objects?

Little artistic sculptures can be found in our different archaeological sites or museums. We can analyse their different uses, materials, artistic expressiveness, historical data, author, where and when they were made and found...

The contrast with other sculptures – for example, with big size statues – can help to better understand their functions, their symbolism and where and when they were found.

It would also be interesting to analyse the similarities and differences between female figures, depending on the countries and comparing the past and the present time.

3. Some examples that we can analyse:

- **Tanagras and other small female sculptures:** Female figures of Ancient Greece, like the figures shown by Mireia Montané during the Venice Seminar. All the Seminar participants worked on these figures, created by Josefina Tuca at the beginning of the 20th century.

We can find complementary information in:

Louvre Museum: <<http://www.museumlab.eu/exhibition/02/about.html>>

In the 1870s, thousands of terracotta statuettes were discovered in tombs lining the roads leading to the ancient Greek city of Tanagra. The site quickly became famous, and the name "Tanagra" entered everyday language, indicating statuettes of a similar style, but which were not necessarily made in the city itself. The figurines' existence was already known, but only now did they begin to attract wider attention. Tanagras were the object of a veritable craze in 19th-century Paris, and a source of inspiration for numerous artists.

Museo Archeologico al Teatro Romano. Verona.

<https://museoarcheologico.comune.verona.it/nqcontent.cfm?a_id=42704>

Picazo, Marina. (2012). *Representacions de Dones i de homes en l'Art Grec Antic*. Capítol del llibre: "Γυναίκες, Mulieres. Mirades sobre la dona a Grècia i a Roma". AROLA editors.

https://books.google.es/books?id=ndK2AgAAQBAJ&printsec=frontcover&hl=ca&source=gbs_vpt_reviews#v=onepage&q&f=false

- **Other small sculptures**, such as male representations or the mythological animals that we observed in Messenia Archaeological Museum in 2015 or in the Messenia Ephorate of Antiquities.
- **Other sculptures**, such as those we can see in cities, in gardens, museums or archaeological sites.

4. Pedagogical activity and interdisciplinary analysis of contents

Objective: To analyse art objects and relate them to their creators and their time, in order to interpret the various worldviews they reflect and their purpose.

Key interdisciplinary contents:

- *Historical knowledge: chronology, primary and secondary sources, women in history and in today society, art objects in their historical context.*
- *Aesthetic criteria and different artistic languages: iconic, symbolic.*
- *Landscape study. Protection of the environment, of the scientific and artistic heritage.*
- *Changes in the artistic and scientific awareness during the last centuries.*
- *Natural, cultural, historical and religious diversity as a wealth for different societies in the world. Diversity and identity as two prospects necessary for the coexistence of individuals and societies.*
- *Cultural and scientific relativism.*

Practical use of Scaffolds in KF6 in order to build this new knowledge with the school partners:

My theory
I need to understand
New information
This theory cannot explain
A better theory
Rise above

See KF6 handbook.

Public presentation of the students' results by using PowerPoint, videos or videoconferencing:

The best presentation or the summary of the different presentations of every school could be sent to other partner schools. Perhaps we can decide the school partner for everyone. Every pair must include schools from different countries.

For the presentation you can take into account some ideas:

- Make an outline of the aspects that should be taken into account when it comes to describe each artistic object and to compare it with another.
- What period does each object belong to? Can you place them on a timeline? Can you relate the characteristics and function of the works to some characteristic of the society that created them?
- First, what similarities and differences do you see between these objects? Explain, in each case, their most relevant contributions or values.
- Mention other relevant objects or sculptures of the Greco-Roman world that have formal similarities, although they may have different functions, and that belong to the same historical period or not.
- Analyse the materials and building techniques used in the works studied. How to preserve and display them.
- Note how the ways of representing women have changed. How the beauty canons and fashion have changed.
- Values and beliefs that are behind the sculptures.

Evaluation criteria

- By using KF6 we can evaluate all the building knowledge process and results. The technological application also include some evaluation tools.
- Regarding the presentation, you can evaluate:

- The quality of the information:
 - Text, images, reference documents...
 - Tempo
 - Oral expression
- The level of knowledge according to some indicators

Evaluation indicators (initial proposal)

	Level 1	Level 2	Level 3
Observation of art objects	- It describes the physical and formal characteristics.	- It recognizes the basic uses and cultural manifestations: iconography, initial functions...	- It explains the cultural dimensions of these objects or sculptures. A world vision, feelings, beliefs...
Historical and geographical references	- It identifies some historical and geographical references of the object.	-It connects some historical and geographical references.	- It explains the meaning of the object regarding cultural, historical and geographical references
Similarities and differences according to preservation references	-It identifies natural conditions: materials, technics, tools...	- It finds economical and commercial references that can explain their development	- It explains how we can make progress on the preservation of artist objects. Their preservation and creation
Similarities and differences with nowadays objects	- It finds little objects used nowadays for the same objectives	- It expresses when and where this kind of artistic objects were found.	-It explains the most relevant meaning of these objects and why. - S&D in female figures.

Barcelona, December 2016