

# Exhibition assignment

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**Type: Intensive assignment**

## Learning objectives

- Students learn to construct, and engage critically with, digital heritage environments. They explore the relations and distinctions between digital and physical environments, engage with questions of access and authority, and develop skills of effective online presentation.
- Students learn to write effectively for the web. they learn to distinguish 'web-style' from other writing styles, and explore its uses and limits.
- Students enhance their creative and innovative skills. They are encouraged to look differently at objects, generate new connections and develop new historical questions.
- Students engage with the web in an academic way. This includes: contextualizing online objects and relating them to academic research and publications, developing critical understanding of metadata formats, understanding copyright issues, and engaging in digital source criticism.

## Assignment suggestion

The assignment is an extension of the [Tour assignment](http://www.inventingeurope.eu/education/intensive-assignments/) (<http://www.inventingeurope.eu/education/intensive-assignments/>) and could be seen as Part 0 or Part 5. By adding this part your students are encouraged to create an exhibition in the style of *Inventing Europe*, creating cohesion amongst their tours. (For an example of an exhibition please see: <http://www.inventingeurope.eu/exhibition/daily-lives>).

Part 0 or 5. The different tours all need to speak to the theme of the exhibition in a coherent manner, together covering a variety of aspects of the exhibition. Required are a theme, a title, and a 25-word description.

*In case of addition as Part 0:*

Define with your fellow students a title and a topic for the Exhibition. Each student searches for one academic source and reads this. During the next lecture you together debate and create a 50-word introduction to the exhibition.

*In case of addition as Part 5:*

Carefully read and discuss each others' tours. What overlap in themes do you find? What kind of exhibition would cover the different tours, and what contribution would each tour make to that exhibition? Define a catchy and brief exhibition title, and see how you can bring all tours together via a 50-word description for your exhibition.

## Approach

In preparation of this assignment we suggest the following optional steps:

1. For instructions on the creation of the tour, see the [Tour Assignment](http://www.inventingeurope.eu/wp-content/uploads/2014/12/Tour-assignment.pdf) (<http://www.inventingeurope.eu/wp-content/uploads/2014/12/Tour-assignment.pdf>).
2. Reflect on how you want to integrate the exhibition aspect to your course, and what learning objectives it needs to suit. Do you want your students to read literature on the broader theme? In that case, you might want to insert it as Part 0. Do you want to use it as a closing debate, where your students search for similarities in perspectives and historical narratives? Then you might want to insert it as Part 5.
3. Prepare well for the lecture, and create a structure. Otherwise, it will turn into chaos and your students will miss out on their learning experience.
4. Instruct your students beforehand, and let them prepare if required.

## Tips for use

- A wide variety of high quality digital cultural heritage objects can be found via the "What's like this?" section below each of the stories in each of the tours on *Inventing Europe* (empowered by Europeana), or directly via [www.europeana.eu](http://www.europeana.eu). Europeana is Europe's main digital service infrastructure that allows you to easily access thousands of Europe's digital heritage collections via an easy search.
- In case your students create their tours online on the MyEurope platform of *Inventing Europe*, they can set their tour from private to public on the 'Create your tour' page. Your students then share their tours with the entire online Inventing Europe community.
- In the Discover Area of the MyEurope platform on *Inventing Europe* it is possible to start discussions next to tours. You might want to pose a question next to your students' tours that makes them think about how their tour fits into the exhibition they are creating. The discussion with your students then appears online.

## Fellow teacher tips

- Since we gave a very intensive course to our Master students we considered this assignment too intensive. We decided to adapt it and give our students the title and introduction to the exhibition that they would be creating. In a way we thus decided to give the Tour Assignment, but with the extra element that together the tours had to make sense in the framework of the exhibition that we teachers defined. – Eindhoven University of Technology, Netherlands.

## Reading suggestions

- Take a look at the six volume book series [Johan Schot and Philip Scranton ed., 'Making Europe: Technology and Transformations, 1850-2000'](#) (Houndmills: Palgrave Macmillan, 2013-2016). Each *Inventing Europe* exhibition is inspired by one of these volumes and allows you to explore in-depth with your students the themes of consumers, infrastructures, governance, media, knowledge societies and Europe in a global world. Examine [www.makingeurope.eu](http://www.makingeurope.eu) for more details and table of contents of the already published volumes.

Are you planning on using this suggestion and teach with *Inventing Europe*? Then we invite you to join our teaching community. You then keep up-to-date on activities, have ample opportunity to share your materials and experiences, and to be in touch with other teachers.

**GET INVOLVED**

