Open Educational Resources
Protect The Sites!

Topic: Theft of antiques and works of art,
                Fight against the traffic, Why it is
                forbidden, what consequences?

Age Group: 11-14, 14-18 years old

Authors

Marta Alsina, Núria Cassanyes, Montserrat Morales, Susana Pedrosa, Laura Romero

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Images

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Preface

The *PITCHER* project (Erasmus+ Programme, 2021-2024) intends to design and test of a set of open educational resources focusing on improving the capacity of teachers and educators in preparing new learning experiences to support the fight against looting and illicit trafficking of cultural goods.

The project intends to propose a new model for raising awareness of young people about the problem of fighting the looting and illicit trafficking of cultural goods, initially focusing on schoolteachers, to raise their interest and enhance their professional development in this field.

PITCHER builds on the final recommendations of the European project NETCHER (H2020 - 2019-2021) coordinated by CNRS, which implemented a strong trans sectoral network as well as Recommendations on the fight against looting and trafficking of cultural goods. One of the components of the recommendations is the need for awareness-raising and guidance toward Educational communities.

The project idea comes from ENSP (the Research Centre of the French national police academy), and the Michael Culture

Photo: Pexels, Oleksandr Pidvalnyi

association - members of the NETCHER consortium - and brings together BIBRACTE major actor of Archaeology, MUSEOMIX a reference in mediation for museums, and schools from France, Greece, Italy, and Spain, in order to co-design and implement the PITCHER project.

We hope this resource will bring a new dimension to your work, as well as use it to develop these activities with your students. The selected topics have been chosen together with teachers and educators coming from France, Greece, Italy and Spain through focus groups and surveys. Each resource is accompanied by key learning points as well as several interesting facts or pieces of information, which are intended to be used to provoke further discussion.

Wherever possible we have included a short interactive activity that can be carried out with students or a series of suggested questions to ask, in order to introduce the topics of each learning module. Should you wish to explore certain topics or themes further, each resource includes a link to other related ones. When available, a general list of additional resources related to the topics is provided.

The resources and accompanying texts are designed as standalone educational aids. In this respect, the resource is intended to provide an overall framework from which you can pick and choose the issues most relevant to your activities. The module can be used within any country any context as it deals with issues, which are cross-border and universal.

For more information about the *PITCHER* project, please visit:

https://www.pitcher-project.eu

The PITCHER Educational Offer

The *PITCHER* open educational resources include the following learning modules, here listed according to subject matters and suggested age of the target students:

	7-11	11-14	14-18
All the themes		Case Studies	Case Studies
		The Cobannus hoard affair	The Cobannus hoard affair
		The Raiders of the Lost Art	
Theft of antiques and works of art	Looting in the Village	Looting in the Village	Looting in the Village
	Traffic 'Art	Traffic 'Art	Traffic 'Art
	Vade-mecum Educational project	Vade-mecum Educational project	Vade-mecum Educational project
	The Mysterious Theft	The Mysterious Theft	Guilty Treasures
		Crossed interviews	Crossed interviews
		Journey of a Stele	Journey of a Stele
		Looting is not a game	Looting is not a game
		Protect the sites!	Protect the sites!
		Voiceless	Voiceless
		The Talking Clay	PillarT
Sale of stolen objects	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Journey of a Stele	Journey of a Stele
		Voiceless	Voiceless
			Guilty Treasures
			PillarT
Traffic channels and actors' identification	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Crossed interviews	Crossed interviews

		Journey of a Stele	Journey of a Stele
		Voiceless	Voiceless
			Guilty Treasures
			PillarT
			Traffic'Inter
Fight against the traffic	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Protect the sites!	Protect the sites!
		Crossed interviews	Crossed interviews
		Journey of a Stele	Journey of a Stele
		The Talking Clay	PillarT
Provenance research and traceability		Crossed interviews	Crossed interviews
			PillarT
		Touch, Don't Touch	Touch, Don't Touch
Return of stolen objects	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Journey of a Stele	Journey of a Stele
Preservation of memory of missing artefacts	Vade-mecum Educational project	Vade-mecum Educational project	Vade-mecum Educational project
		Touch, Don't Touch	Touch, Don't Touch
Why it is forbidden, what consequence	Vade-mecum Educational project	Vade-mecum Educational project	Vade-mecum Educational project
		Crossed interviews	Crossed interviews
		Journey of a Stele	Journey of a Stele
		Looting is not a game	Looting is not a game
		Protect the sites!	Protect the sites!
		Voiceless	Voiceless
		The Talking Clay	PillarT

Summary: Protect the sites!

Topic: Theft of antiques and works of art, Fight against the traffic and Why is it forbidden, what consequences?

Age range: 11-14   14-18

Educational programme: Compulsory Secondary Education (ESO), social sciences, values, and civic education

Time: Approximately 300 minutes of classroom time and one morning for the visit to the archaeological site

Materials and tools: Google site "Protect the sites":
https://sites.google.com/view/erasmus-pitcher-en/home

Skills achieved: The academic competencies achieved through this activity include, for example: orienting oneself in time and space, analyzing and understanding a document, cooperating and sharing, etc.

Learning objectives: Encourage and motivating students to:
- Think creatively and critically about the relevance of cultural heritage in daily life.
- Understand the wide and multi-cultural dimension of heritage.

Introduction

As mentioned earlier, a Google Sides presentation ('Protect the Sites!') has been created. With this didactic resource, we aim to carry out a series of activities aimed at understanding and properly assessing the issue of metal detectorists and the damage caused to our archaeological heritage.

The activities we propose are those that you will find in the section 'Process' of this 'sides.' It will be necessary for the students to carefully read the instructions for each of them to discover the necessary information that will allow them to create a final project.

The Google Sites is composed of different tasks, which we will now present:

Task 0.   What do you know about looting?

This task aims to diagnose knowledge and place all students at the same starting point to address the working topic: archaeological looting.

Task 1.   Word Search.

With this second activity, students will acquire new vocabulary related to the working topic.

Task 2.   Fill in the Blanks.

The objective of this task is to put the acquired vocabulary into practice and be able to relate concepts and use the concepts correctly.

Task 3.   The Interview.

With these interviews, the goal is to provide students with tools and knowledge about looting so that they can understand how the phenomenon of archaeological theft unfolds.

Task 4. Visit to the excavation site.

As the final task, students are assigned a completely practical activity at an archaeological site where specialists will provide advice and guidance on the tasks to be carried out. This activity is fully hands-on and experiential.

Finally, students will need to conclude their work by creating a final product, which will vary depending on the grade level (age group) to which they belong, as detailed below.

- First cycle (12-14 years)
  As a final product, they are asked to create an infographic in which they should collect the key ideas of the topic addressed in the webquest: illegal archaeological looting with metal detectors.
- Second cycle (14-16 years)
  As a final product, they are asked to create a video in which they should gather the key ideas of the topic addressed in the webquest: illegal archaeological looting with metal detectors.

How to use this educational resource   11-14   14-18

In the "Protect the Sites!" Google Sites, you can find a menu of options at the top that, if desired, provides direct access to each of the sections and/or scheduled activities.

At the beginning, there is a section with a brief ***introduction*** explaining the overarching theme of the resource. An effort has been made to contextualize the learning situation so that students can achieve more meaningful learning. Students are asked to become intrepid adventurers to delve into the world of looting and illicit trafficking.

In the ***process*** section, you can find each of the tasks or activities to be carried out. Each one has an explanation of what the student should do to enhance their independent work. Throughout this guide, instructions are detailed to guide teachers in task development, providing them with tools to assist students in their work. The ***final product*** that students need to create according to their age group is also described.

There is also an ***evaluation*** section that allows for self-assessment by students and evaluation by teachers.

Finally, there is a resources section where some resources are offered for student work during the activities (or for teachers). However, different resources can also be used as needed. Additionally, the site includes a small working **guide** for teachers.

Instructions for teachers

Below are the instructions for working on each of the tasks proposed by this Google Sites in the classroom.

Task 0: What do you know about looting? (Brainstorming)

Objectives:

- For the teacher to get an idea of the students' knowledge on the topic, as it may vary depending on the level/age they are working with.
- For students to engage with the topic in a dynamic way through conceived ideas and, if necessary, incorporate new ideas or correct misconceptions.

The idea is for the teacher to present a series of cards to the students with only images. These can be printed or digital. You can find the complete collection in Task 0, but you don't need to use them all. The teacher can select the ones they consider appropriate based on:

- The time available to carry out the activity.
- The level/age of the students.
- The vocabulary to be worked on.
- Other factors.

a) If working with printed cards

The teacher will distribute a series of cards with only images on the topic throughout the classroom. Individually, students should jot down their thoughts or associations for one of the images. They will do this on a provided sticky note. Students can write comments or phrases for more than one image

on separate sticky notes. Once they have finished, they should stick the sticky note below the corresponding image that will be displayed on the whiteboard (or wherever the teacher deems appropriate). They do not need to put their names on the sticky notes (anonymous). Once everyone has finished, the ideas will be discussed in an organized manner and in the form of a debate. The debate will be led by the teacher, trying not to take a position but redirecting any misconceptions.

b) If working with digital cards

The teacher will project random cards. For each card, the teacher will ask students to individually think about what it suggests to them. Students who have a response will raise their hands, and the teacher will call on them in turn to generate a debate. The debate will be led by the teacher, trying not to take a position but redirecting any misconceptions.

Estimated duration of the activity: 15-30 minutes (depending on student participation).

DETECTORIST

EXHUMATION

EXCAVATION

CERAMICS

HIEROGLYPHS

PAINTINGS

BUST

SHOVEL

ANCIENT HISTORY

BRUSH

ARCHAEOLOGIST

AX

JEWELRY

MAPS

COINS

METAL DETECTOR

TO DOCUMENT

INDIANA JONES

FINDING

TO CATALOG

DESTRUCTION

TO DELIMIT

TO IDENTIFY

LOOTING

ILLICIT TRAFIC

CONSERVATION

EXHIBITION

ARCHAEOLOGICAL SIDE

HELMETS

TABLET WITH CUNEIFORM WRITING

AMULETS

SCULPTURES _ EGIPTYAN WORLD

Task 1:   **Word Search**

To carry out this activity:

- Students, individually or in pairs (as chosen by the teacher, depending on the number of students in the class), should locate the indicated words in the word search.
  Estimated duration: 10 minutes.
- Once the words have been located, the teacher will randomly select students to explain their meanings. If any students do not know a word, they should look it up in the dictionary.
  Estimated duration: 15 minutes.
- Students should note down the definitions of the words (either all of them or just the ones they didn't know, depending on the level being taught). This part is optional and to be decided by the teacher.
  Estimated duration: 10 minutes.

Word Search

Find the following words in the table:

PLUNDER	HERITAGE	HISTORY	PAST	DETECTOR
DESTRUCTION	MEMORY	CRIME	ROBBERY	LAYER
ARCHAEOLOGY	WEALTH	TREASURE	AUCTION	TRAFFIC
METALS	ARROW	BROOCH	BUCKLE	HARPOON
COIN	EXHUMATION	LEG	BULLET	ANTIQUITY

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S F F X Q J P B Y R L M Y R E B B O R U
T U N Á A I F R E É Ó T V R X Ü Ñ Ü Ñ A
R H R O U C O F V A Á Í M Á J N U Ñ Q E
A E A K I T H T B Y M Ú Á W N C Ü W X M
F G Y R S T Ñ Y S G E L N I O Ú N S C I
F A É I P U C W R L I E Y E I Y F I Y R
I T H U E O A U B O A G É T T Í J I O C
C I Í E D V O H R D M T Á A A P A Ü J C
G R L L U Ü H N O T G E E J M M Á I R B
M E Á K R P Ú É O H S L M M U M Á Í A V
G H I C J A B N C H S E G W H E P R P X
R H X U Í S H O H C H E D R X P R Y R B
Z P V B L T N I N P Á K E T E O D B E Ó
R H E Í S W Y T K É R N L M W D I M Y M
B U L L E T E C Ó W C C A Á Ñ R N G A M
K Ú H A Ñ L L U D I Á M X C H O P U L Ú
S P L G É R Ü A R C H A E O L O G Y L Ú
V T J V W D X I Á W Y D E T E C T O R P
H W S A O P É E R U S A E R T Ó B C E S
B T Ü O Q É L Ó Y T I U Q I T N A Á H S
```

Task 2: Fill in the Gaps

The objective of this activity is to get to know and use specific vocabulary related to the semantic field of metal detectorists, a type of looting that is very prevalent in our area.

Before conducting the activity, it's important to provide students with some context and tools to help them understand more about art looting and what we mean by detectorism related to looting.

In the resources section, you will find links that will help you acquire knowledge and vocabulary.

Students can be divided into groups of 3 or 4 people. These groups will also be used in Task 3 and for the final product.

Estimated duration of the activity: 15 minutes.

Fill in the Gaps

Read the text below and fill in the blanks with the words from the list:

     collectors,   detectorists,   fined,   archaeological,

     fossils,   sites,   Wallapop,   looting

The second oldest profession in the world

The boom of metal detectors

2020 was the year of the pandemic and confinement, but there was also an extraordinary boom in _____ , that is, people who use metal detectors to search for possible treasures. The rural agents reported about ten cases in 2019, but last year the number increased to 36. In some cases, _____ material was found in the possession of detectorists, and sales were reported on websites such as _____ . There are complaints in L'Escala, at the Far de Llinars del Vallès site, in Ullastret, and in Civil War sites... One of the cases that caused the most uproar was that of a 70-year-old man who had been _____ paleontological remains from various Catalan sites since at least 1996. "He was caught red-handed at the Paratge del Clot Sant Romà de Bellprat, in Anoia," says Adam Picón, an archaeologist and heritage coordinator for the Rural Agents. "In 75% of looting cases, metal detectors are used." Bellprat is a place frequented by _____ , and they had even excavated an artificial trench there. The arrested man, who had a collection of crab _____ . at home, was _____ and has a restraining order for about ten _____ . Picón believes that the legislation should be changed: "The heritage legislation dates back to 1993 and is a bit outdated. The use of metal detectors is not clear; there is some ambiguity."

Task 3:   The Interview

In this activity, students will find an interview with two archaeology specialists, available at https://sites.google.com/view/erasmus-pitcher-en/process/task-3-the-interview?authuser=0   . They should listen to it attentively because they will have to answer some questions afterward.

Depending on the digital resources available to the students, they can listen to the interview with their own devices or the teacher can project it for the whole class.

After viewing and listening to the interview, students, divided into the same groups as in Task 2 (3 or 4 people), will answer the questions provided in the task.

Depending on the level/age of the students, it is recommended to:

- Write all the questions and answers in a notebook/sheets as they are discussed with the whole class (1st cycle of ESO).
- Take notes in a notebook/sheets or write down the main ideas about what is being asked in the questions (2nd cycle of ESO).

Estimated duration of the activity: 45 minutes.

Task 4:   Visit to the Excavation Site

This activity has been designed for students who can visit and work directly at an archaeological site, specifically on the **Illa d'en Reixac** (Ullastret), in Cataluña. It can be adapted to any other archaeological site in your region.

First, the class should be divided into two teams with the following names: **archaeologists** and **archaeological looters.** This division can be done in the classroom or directly at the excavation site. It is recommended that the students themselves can choose the classmates they are most comfortable working with. However, depending on the specific circumstances of each class, the teacher may form the groups to ensure good teamwork dynamics.

Each team will have a monitor from MAC Ullastret who will provide specific instructions on what needs to be done and how. They will be the point of contact for any doubts or questions during the activity.

The activity is designed so that in a specific area of the excavation site, both metal detector work and archaeological methodology can be carried out. This way, the class will work directly in an area of the excavation site that has already been excavated by archaeologists but will be set up with archaeological reproductions for the activity, simulating a real archaeological site.

An area will be simulated where an Iberian battle would have taken place, and where the skeleton of an Iberian warrior with all the war equipment typical of this noble profile can be recovered. There will be a human skeleton with a sword, shield, torcs, necklaces, and other elements of power and ostentation, as well as ceramic items and more.

The team of archaeological looters will start the activity using the metal detector in the designated area with the aim of finding as many valuable metal objects as possible. They will also find contemporary metal objects, so they will have to decide what they want to collect and what not from the perspective of an archaeological looter. Here, they will need to apply the knowledge they have worked on and learned during the previous sessions and activities developed in the Google Site.

Once the search for metal objects is complete, in a designated work area, the archaeological pieces will be analysed, and a discussion will take place about what use will be made of them. In this work

area, there will be a specialist in archaeology and archaeological looting who will introduce concepts to create debate and critical opinions among the students.

Simultaneously, the team of archaeologists will begin the activity in the worktable area where the monitor will provide guidelines and methodology for conducting an archaeological excavation. The distribution of work materials and tasks among team members will take place. Once everyone understands what they need to do, the group will move to the excavation site where the goal is to recover as much information as possible for interpretation and assessment.

Once the excavation is complete, they will return to the worktable area where the found artifacts will be analysed, and preliminary hypotheses will be drawn. All of this fieldwork will be accompanied by monitors from MAC Ullastret who have knowledge and training in archaeology.

Estimated duration of the activity: one morning.

Back in the classroom (preferably on another day, so that students are more receptive), the two teams will exchange the information obtained from the fieldwork, and an internal debate will be held on the consequences of each of the interventions at the Illa d'en Reixac excavation site.

Estimated duration of the activity: 60 minutes.

Final Product: Infographic or Video

As a final product of the webquest, it is suggested to create an infographic for the first cycle (12-14 years) and a video for the second cycle (14-16 years).

The activities are done in groups, and at the end, a contest is organized to determine which is the best work. For this purpose, some criteria to be properly graded are provided (see the evaluation section). We believe that these documents can facilitate the analysis process. In the annex, you will find the printable version.

Here are the orientation guidelines that can help.

Infographic, Guidelines

- Form groups of about 4 people. Follow the teacher's instructions carefully.
- Choose one of the two topics discussed in the interview: ***archaeological looting with a metal detector on land or in the underwater context.***
- Identify ***key ideas, define them, and find the connections between them.*** Remember that ideas should be explained very clearly and well-organized. To generate ideas, it may help to ask questions such as: What is an archaeological looter? What is an archaeological site? Why does archaeological looting harm us as a community? How can we combat archaeological looting? What do looters do with the items they find?
- ***Find representative images*** that illustrate the ideas presented effectively. You can use your own material or take screenshots of images from the interviews. In any case, try to use ***images that are free of copyright restrictions***. Here are some links where you can find such images:
  - https://unsplash.com/s/photos/ARQUEOLOGICAL-SITES
  - https://www.pexels.com/ca-es/cerca/ARQUEOLOGICAL%20SITES/
  - *https://pixabay.com/es/images/search/arqueological%20sites/*
- Create the ***infographic.*** Ensure that the design is ***attractive and original.*** You can use the ***Canva*** application. Here's the link: www.canva.com/es_es/free/

- Once the task is completed, provide the link to your teacher.
- To conclude, we need to hold the contest. Evaluate each and every infographic using the provided target along with the criteria and the grading for each of them in order to obtain a fair score. Finally, tally the results. The team that scores the highest wins.

Video for Social Media, Guidelines

- Form groups of about 4 people. Follow the teacher's instructions carefully.
- Brainstorm ideas and choose a central idea around which to create a simple yet compelling script that raises awareness against ***archaeological looting with metal detectors, either on land or underwater.***
- Write a brief script and distribute tasks effectively, including roles such as camera operator, sound technician, etc.
- ***Find representative images*** that effectively illustrate the ideas presented. You can use your own material or take screenshots of images from the interviews. In any case, try to use ***images that are free of copyright restrictions.*** Here are some links where you can find such images:
    - https://unsplash.com/s/photos/ARQUEOLOGICAL-SITES
    - https://www.pexels.com/ca-es/cerca/ARQUEOLOGICAL%20SITES/
    - *https://pixabay.com/es/images/search/arqueological%20sites/*
- Edit the video. Ensure that the design is attractive and original. For video editing, you can use the ***Kdenlive*** program. It's free and open-source software that you can download at https://kdenlive.org/es/.
- Once the task is completed, provide the link to your teacher.
- To conclude, we need to hold **the contest.** Evaluate each and every video using the provided target along with the criteria and the grading for each of them. This will help us obtain a fair and consistent score. Finally, tally the results. The team that scores the highest wins.

Evaluation

Here you will find the information necessary to evaluate the infographics and videos.

Guidelines

- Gather your entire team and fill out the evaluation sheet thoroughly. Use one sheet per team. The necessary information is available at the end of this document in the student materials section.
- Appoint a couple of secretaries to collect the results and calculate the total scores.
- Announce the results.
- Finally, congratulate the winners.

If you need assistance or have any questions about this process, please feel free to contact us.

Suggestions for further activities

Ideas for additional tasks

Links for Task 0:

https://www.youtube.com/watch?v=JymJQP5lWOQ

https://www.youtube.com/watch?v=qkLdZNqksIM

https://www.rferl.org/a/hungary-treasure-hunters-looting-heritage-archaeological/32072122.html

https://www.artandobject.com/news/officials-seize-27000-artifacts-looted-french-metal-detectorist

https://news.artnet.com/art-world/french-nationals-arrested-looting-spain-327140

Links for Task 2:

https://www.youtube.com/watch?v=TLx8DJczxgs

https://www.aljazeera.com/news/2023/5/20/greece-recovers-hundreds-of-looted-artefacts

https://www.google.com/url?q=https%3A%2F%2Fwww.archaeologypodcastnetwork.com%2Farchaeology%2F201&sa=D&sntz=1&usg=AOvVaw3ic9P43_e6-HeA4A7zgAgw

Links for Task 3:

https://www.youtube.com/watch?v=FQtlqyv-llA

https://www.youtube.com/watch?v=ZE9ugC4FVFk

https://www.youtube.com/watch?v=IslEjCUWBMI

https://www.youtube.com/watch?v=qMzpA5oCGNY

https://www.youtube.com/watch?v=pwe8pk__pzI

Annex 1: Documentation for the evaluation of the final product. Printable version

In the following pages, you can find some documents that you can use for the evaluation of each of the final products requested: infographic and video.

- Scoring criteria target with graduated criteria, student version.
- Scoring targets for scoring, student version.
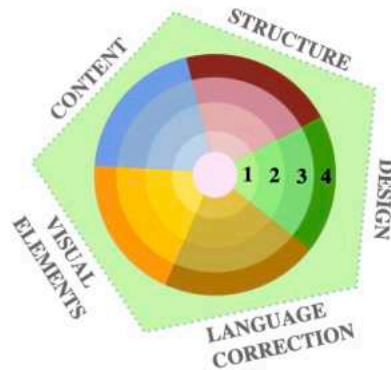- Oriented rubric for the teacher.

EVALUATION OF THE INFOGRAPHIC. INSTRUCTIONS.

in this task, we propose that you evaluate the infographics created
as the final product.
On the first sheet, you will find a sample target that displays
the indicators to be assessed and their grading.
On the second sheet, you will find the targets for assessing your
work and that of your colleagues

Diana sample

STRUCTURE

Cleir and logical	**Content organization**	Disorganized, lacking
Innovative and diferent	**Originality**	Follows known patterns

DESIGN

Functional	**Use of color**	At randomi
Very legible	**Typography**	Hard to read
Very attractive and interesting	**Overall aesthetic result**	Unattractive and boring

VISUAL ELEMENTS

Very	**....enhance the message**	Not at all
Numerous and varied	**Visual elements are...**	Poor
Yes	**use of copyright-free**	No
Very good	**Image quality**	Very bad

LANGUAGE CORRECTION

Highly accurate	**The spelling and syntax**	Many errors
Rich and specific	**Vocabulari**	Poor
Fluent	**Expression**	Hard to interpret

INDICATORS TO ASSESS ON...

CONTENT

1	2	3	4
Yes	**There are all of them the items requested: title, images, text...**		No
Sí	**There are the necessary key ideas.**		No
Very	**The key ideas are defined clearly and deeply.**		Not at all

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EVALUATION OF THE INFOGRAPHIC.

Evaluate the infographic following the criteria established on the page 1.

TÍTLE OF THE INFOGRAPHIC ....
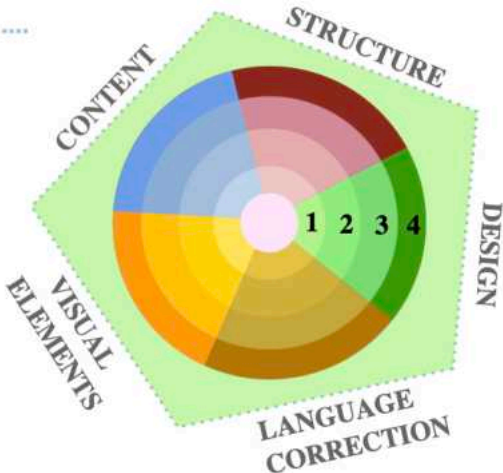
....
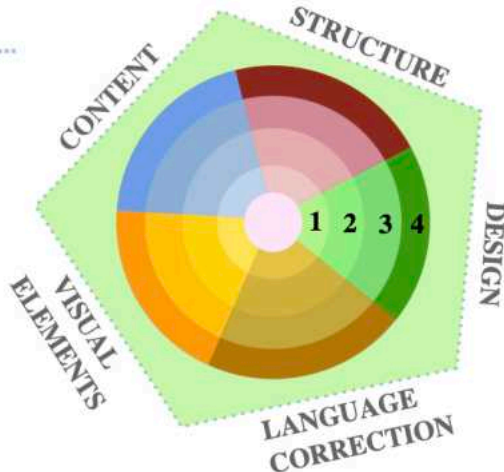
Observations............

....
....
....

Score: ....

TÍTLE OF THE INFOGRAPHIC ....

....

Observations............

....
....
....

Score: ....

TÍTLE OF THE INFOGRAPHIC ....

....

Observations............

....
....
....

Score: ....

TÍTLE OF THE INFOGRAPHIC ....

....
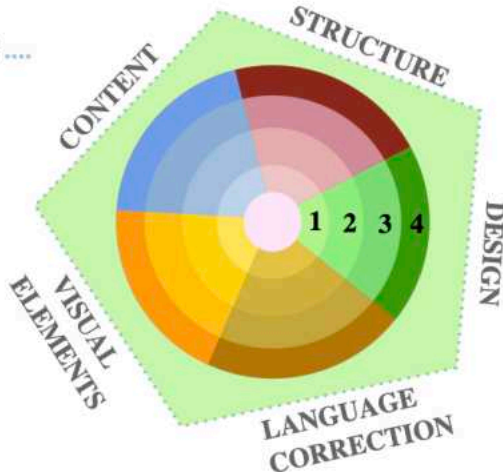
Observations............

....
....
....

Score: ....
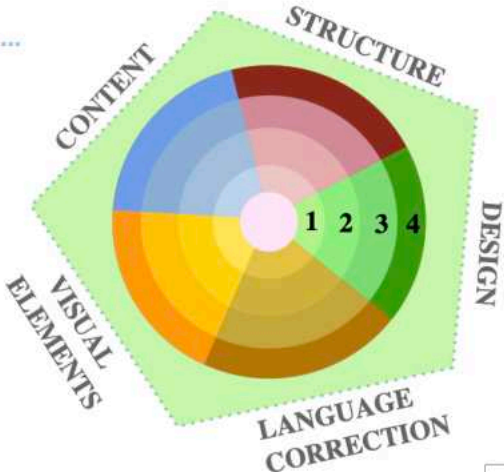
RUBRIC FOR INFOGRAPHIC EVALUATION

|	EXPERT	ADVANCED	LEARNER	NOVICE
CONTENT	All the elements typical of an infographic are present: title, body, fonts, and credits. Each and every one of the key ideas is treated in a very clear and understandable manner.	All the elements typical of an infographic are present: title, body, fonts, and credits. Almost all of the key ideas have been treated in a clear and understandable manner.	Some of the elements typical of an infographic are missing: title, body, fonts, and credits. Almost all of the key ideas have been treated quite clearly and understandably.	Several essential elements of an infographic are missing: title, body, fonts, and credits. Relevant key ideas are missing. It seems that the content couldn't be fully completed.
STRUCTURE	Information is organized in a very logical and well-prioritized manner, following a clear order of importance. A very creative and complex pattern of elaboration has been used.	Information is organized logically and well-prioritized according to a fairly clear order of importance. A simple pattern of elaboration has been used.	Information is organized somewhat illogically. At times, the hierarchy of information is not very clear. A custom elaboration template has not been used.	Information is organized in a somewhat illogical manner. There's a lack of clarity in the information hierarchy. A custom elaboration template has not been used, and this one is very simple.
DESIGN	The combination of colours is used in a very functional way and enhances the understanding of the message. The typography is very legible and highly appropriate. The overall result is visually very attractive.	The colour palette is often used in a very functional way and enhances the understanding of the message. The typography is readable and appropriate. The overall result is quite visually attractive.	The color combination is generally used in a functional way and occasionally enhances the understanding of the message. Typography is often readable and appropriate. The overall result is quite visually attractive.	The colour combination is generally arbitrary and doesn't enhance the understanding of the message. Typography is often not legible and appropriate. The overall result appears visually disorganized and unattractive.
VISUAL ELEMENTS	The images used are copyright-free. They have the correct dimensions, good definition, and support the message being conveyed with total clarity.	The images used are copyright-free. Most have the correct dimensions, good definition, and support the message being conveyed with total clarity.	Some of the images used are not copyright-free. On some occasions, they do not have the correct dimensions or good definition. The gratuitous use of images that does not support the message.	Many of the images used are not copyright-free. Often, they don't have the correct dimensions or good definition. There's frequent gratuitous use of images that do not support the message.
LANGUAGE CORRECTION	There are not meaningful morphosyntactic errors. The vocabulary is very rich and specific. The level of expression is fluid, with an abundant and varied use of connectors.	There are not many spelling or significant morphosyntactic errors. The vocabulary is rich but not very specific. The level of expression is normal. There is the presence of connectors	Presence of spelling and significant morphosyntactic errors. Poor and non-specific vocabulary. Simple level of expression, there are few connectors.	There is a presence of spelling and very significant morphosyntactic errors that can hinder the understanding of the message.

VIDEO EVALUATION. INSTRUCTIONS

In this task, we propose that you evaluate the videos produced as the final product.
On the first sheet, you will find a sample target along with the criteria to be assessed and their grading.
On the second sheet, you will find the targets to assess your work and that of your colleagues.

Diana sample
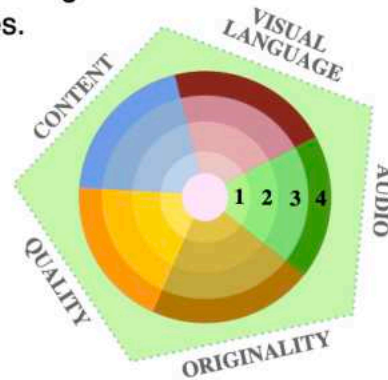
INDICATORS TO ASSESS ON...

CONTENT

1	2	3	4
Very convincing	**This is a awareness video**		Not convincing at all
Elaborate and complex	**he message construction is...**		Simple and superficial
Yes	**The video is finished.**		No
Non-existent	**The errors are...**		Frequent and meaningful

THE USE OF AUDIVISUAL LANGUAGE

Numerous and varied	**Visual resources**	Poor
Very	**The resources used reinforce the message**	Not at all

AUDIO TREATMENT

Numerous and varied	**About sound resources**	Poor
Very	**The resources used reinforce the message.**	Not at all

QUALITY

Clarity of image and perfect sound	**Images and audio**	With deficiencies that compromise message interpretation
Suitable	**Video format**	Not suitable
Funciona perfectament	**Link functionality**	No funciona

ORIGINALITY

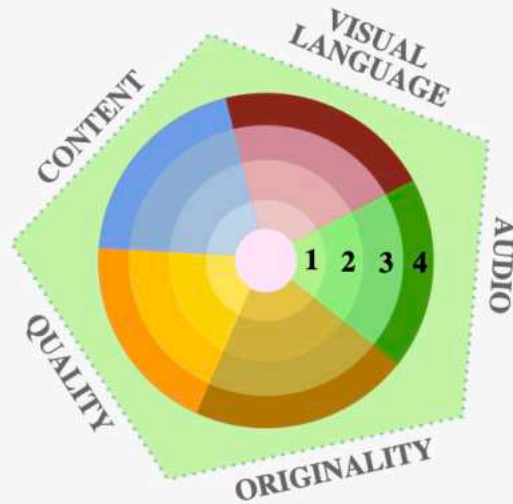| Innovative and different from peers.	**Content treatment**	Conventional, follows familiar patterns.
	Aesthetic	

VIDEO EVALUATION

Evaluate the video following the criteria established on the first sheet
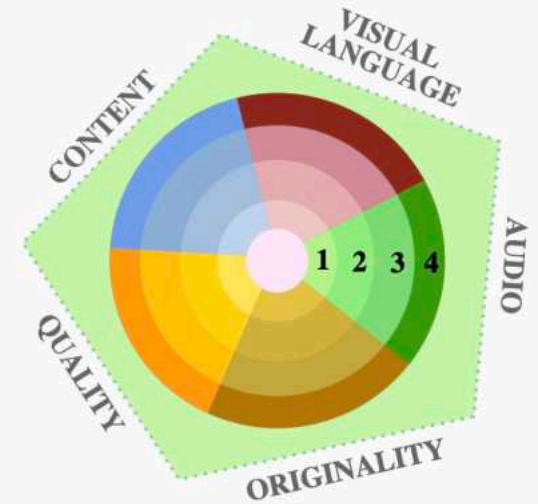
VIDEO TITLE............................

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Observations............

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Score: ....

VIDEO TITLE............................

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Observations............

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Score: ....

VIDEO TITLE............................

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Observations............

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Score: ....

VIDEO TITLE............................

....
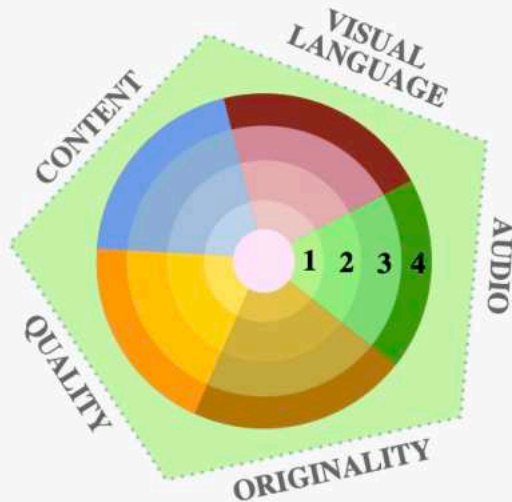
Observations............

....

....

....

Score: ....
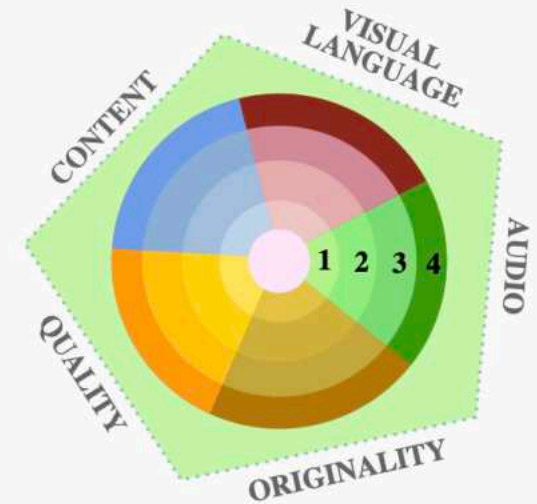
RUBRIC FOR VIDEO EVALUATION

	EXPERT	ADVANCED	LEARNER	NOVICE
CONTENT	It's a very convincing and effective awareness-raising video on the requested topic. The message is very clear and addressed the issue in an intelligent and subtle manner, with references that denote prior research and reflection.	It's an awareness-raising video on the request topic. The message is quite clear and very direct. There is no evidence of much research on the part of the student.	Some of the elements characteristic of an infographic are missing: title, body, sources, and credits. Almost all the key ideas have been addressed quite clearly and comprehensibly.	It's an awareness-raising video on the request topic that is not very convincing. The message is basic and superficial, and the video may contain significant errors or unfinished parts.
USE OF VISUAL LANGUAGE	The resources used are very diverse and reinforce the message: framings, types of shots, angles, camera movements, filters, titles….	The resources used are quite diverse and often reinforce the message: framings, types of shots, angles, camera movements, filters, titles…	The resources used are basic and not very varied, sometimes used gratuitously and without a clear connection to the content.	The video is very poor in graphic resources, often used gratuitously and without a clear connection to the content. There may be errors and unfinished parts.
AUDIO TREATMENT	The video features dialogue, sound effects, and a music track. The audio treatment is done according to the needs of the message and enhances the content. The selection of music is very appropriate.	The video features dialogue, sound effects, and a music track. The audio treatment is often done according to the needs of the message and reinforces the content. Appropriate music selection.	The video includes some elements such as dialogues, sound effects, and a music track. The audio treatment has errors that, at times, may hinder the interpretation of the message. Random selection music.	The video includes some elements such as dialogues, sound effects, and a music track. The audio treatment has significant errors that hinder the interpretation of the message. Random selection of music. There are unfinished parts.
QUALITY	The video contains high-quality images and audio. The appropriate video format has been used, and a working link has been provided.	The video has some deficiencies in the quality of the images and audio, but they do not hinder the understanding of the message in any way. The appropriate video format has been used, and a functioning link has been provided.	The video has deficiencies in the quality of the image and/or sound that occasionally hinder the understanding of the message. The appropriate video format has been used, but the link provided in the initial submission did not work.	The video has significant deficiencies in the quality of the image and/or sound that hinder comprehension. Alternatively, the link has not been provided, and therefore we cannot evaluate the outcome.
ORIGINALITY	The video is original and different from the ones made by other classmates because it presents the content in a novel way, and the aesthetics are very unique and different.	The video is quite original at times, either because it presents the content in a novel way or because the aesthetics are unique and different.	The video is not elaborated, very basic, and uses templates of follows familiar patterns.	The video is not elaborated, very basic, and follows familiar patterns. There may be unfinished parts.