

Europeana

Learning Scenario

Title

Encourage Young Women to Create Their Own Websites

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Abstract

The objectives of this learning scenario are to improve digital skills in sharing the Europeana content on the websites students create, raise awareness of women's contributions to science (women as role models), curate Europeana content and develop reading and writing skills in English. Additionally, students identify the laws of copyright.

Keywords

STEAM, STEM, Algorithm, ICT, EFL, ESL, Collaborative Learning, Mobile, Creating Website, Women, Science, Copyright,

Table of summary

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Subject	English As a Foreign language, Computer Science, ICT, Art
Topic	Creating Websites by Curating Biographies of Pioneer Women as Content
Age of students	12+
Preparation time	3 hours
Teaching time	8x40 min.
Online teaching material	<ul style="list-style-type: none"> -Mobile phones/tablets (better to have an Internet connection) -Classdojo for making groups and class management: -Jimdo mobile website creation tool: <ul style="list-style-type: none"> Android IOS Web -Facebook group to share, collaborate and reflect. Edmodo/Google Sites might be preferred for safer networking. -Europeana resources: <ul style="list-style-type: none"> Pioneers exhibition Pioneers - credits
Offline teaching material	-Pens, color pencils, markers, glue and scissor



	<ul style="list-style-type: none"> -Website Creation Rubric (Doc) -Draft Webpage Evaluation Rubric (Doc) -Create Your Draft Webpages Activity Sheet -"What is Copyright?" Instruction (PPT) -How to create your draft webpages (PPT) -How to create your website with Jimdo (PPT)
Europeana resources used	<ul style="list-style-type: none"> Pioneers exhibition Pioneers - credits

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Integration into the curriculum

The national standards for English as a Foreign Language contain four strands: reading, writing, speaking and listening. These four strands are aligned with the learning scenario and support it. Students analyze informative texts about scientists or historical figures such as Marie Curie, Nicola Tesla, etc. In the scenario, students read biographies about "Pioneer Women in Europe" in the past and create digital texts about these pioneers.

The learning experience obtained by creating webpages in this scenario is totally relevant to national CS curriculum for 7th and 8th grades. The national learning strand on creating webpages is defined as "SBT.8.2.2.2. Purposefully creates simple web page and publishes". Copyright and privacy are contained in ethical values of the CS program. So, the activities on copyright are aligned with this national standard.

Aim of the lesson

There are three main objectives of this project. The first one is to improve digital skills by creating a website and raise awareness of women's contributions to science (women as role models). The second one is to curate biographies of pioneer women from the Europeana content to develop reading and writing skills in English. And the third one is to have students learn copyright laws. Above all, the driving force to implement this learning scenario is to motivate students, especially girls, to learn about mobile technologies through hands-on activities.

Outcome of the lesson

Students will be able to:

- build a personal website
- arrange the basic structure of the website
- curate information from Europeana to use on their webpages
- write simple texts about the biographies of "pioneer women" with past tense as content
- organize visuals from Europeana by using a draft layout of webpages
- define and apply copyright principles to use images from Europeana
- communicate the purpose of the website using texts, images, links for readers
- recognize the role of pioneer women in leading Europe
- add the social network share button on the webpage
- use the social network to collaborate with others
- communicate for a range of purposes
- collaborate with team members, assuming various roles and responsibilities to work effectively toward a common goal
- reflect critically on learning experiences and processes

Trends

-Web Literacy Skills (Web Creation): Design, Compose, Connect, Share, Navigate, Open practice, Search
 -BYOD, Personalized Learning, Formative Digital Assessment, Flexible Seating

21st century skills

Creativity, Critical Thinking and Problem Solving, Communication and Collaboration, Information, Media, and Technology Skills

Activities

Name of activity	Procedure	Time
Activity 1 Dream	Introduction: As a start the teacher presents the project to the students. The teacher explains all of the activities and the assessment criteria. Following this, " Website Creation Rubric and Draft Webpage Evaluation Rubric " are distributed to each of the students. The assessment criteria are discussed with them. After that, students are put into collaborative teams of 4-5. ClassDojo "group maker" is used to generate groups. Student teams discuss and ask questions to understand the purpose and tasks. They familiarize themselves with what they will perform. Finally, they share and reflect on their Facebook group.	40 min.
Activity 2 Explore	What is Copyright and Europeana? Teacher proceeds with " What is Copyright? " PowerPoint presentation. First, the teacher shows students an image of a pioneer woman without giving any information/label. And then the teacher asks them "Who do you think created this image?". Students try to guess. The teacher tells them that it is not possible to know for sure who created the artwork as there is no information. Then the teacher asks, "What does a creator mean?". Students share their responses. The teacher clarifies that a "creator" is "someone who creates a photo, a painting, a song, etc.". Next he/she asks "How would the artist show that he/she created this image?". Students guess, later the teacher explains that the artist must write his/her name, date and even the title of the work. After that the teacher displays the image with its creator, date and title and defines the word "credit". The teacher moves to Europeana and shows them how to get credits for the image. Again the teacher asks, "How can you use this image on your website? Are you allowed to use it or not? How can you decide on that?" Students share their opinions and the teacher explains what "copyright" is. Copyright is "legal protection of any creative work that cannot be used without permission". Again the teacher asks, "How is this image copyrighted?" Students respond and the teacher explains that it has a copyright license whether they need permission to use it. At this point Creative Commons licenses are explained. If the Creative Commons license allows them to use it, they must "attribute" it. This time the word "attribute" is defined to the students. Several types of Creative Commons licenses are displayed from Europeana. Finally, the credits and Creative Commons license of the image are displayed and students are asked to identify the permission level. They are told that all the images used from Europeana Pioneer Women have credits and they attribute these on their draft web pages and real websites. Finally, they share and reflect on their Facebook group.	40 min.

Activity 3 Explore	Exploring website making tool “Jimdo”: The teacher introduces Jimdo, the mobile website making tool to the students. " How to Create Your Website with Jimdo? ", PPT is used to instruct about how to create an account and inform about the structure. It is better to have student pairs with one mobile device. They create their Jimdo accounts and think. Each student pair has a mobile. Have them talk about what they discover and engage peer feedback. Discuss the basics and how to build it. They discover the gallery to see what other people have made. Later they share and reflect on their Facebook group.	40 min.
Activity 4 Make	Creating Draft Webpages: In this activity students will create draft webpages. The teacher again starts with the PPT presentation " How to create your draft webpages ". At the fifth activity they will transfer them to their jimdo website. So they will outline the layout and components of their website. They are handed out " Create your draft webpages activity sheet ". The teacher can provide photocopies of the images together with the content of the pioneer women, if students have no internet connection. For the credits, the teacher showcases the link and opens it on the smart board/projects. They write the content for each of the 5 pages and stick the images. The elements of web pages are texts, images and attribution links which are the fundamental building blocks of the web. Each member of the team creates one draft webpage. Students can cut out the instruction paper to share draft webpage layouts. Students add contents from Europeana Pioneer Women . Moreover, they can draw "Facebook share button" icons at the bottom of their web pages. At the end they bring all of the web pages together. The teacher monitors their progress and gives feedback. He/she encourages students to share their outcomes with other teams and get feedback to correct design and grammar mistakes. Finally, students share their draft webpages on their Facebook group and reflect.	80 min.
Activity 5 Make	Creating Websites: The teacher again starts with the PPT presentation " How to Create Your Website with Jimdo? ". Teams use the draft pages created from the previous step and try to create Jimdo websites. Team members are paired to transfer the content created for their Jimdo webpages. One of the pairs adds content to the created webpages and the other helps to provide the content checking if it is done correctly. The teacher encourages peer teaching and feedback.	80 min
Activity 6 Show	Sharing Websites: Pairs finish their websites. At the same time, the teacher monitors their progress and asks about their process. He/she encourages them to get help from their peers. When students complete their websites, they share it on the project Facebook group and get help to share them on the school website. The teacher creates a poll in the Facebook project group. Each option in the poll refers to the website creation rubric criteria. Students and the outside audience evaluate their websites using this poll. Students also use the share button on their websites to send it to someone they know and post to their favorite social network. They will have commands and reflect about their projects.	40 min.

Assessment

-Students are given digital points/badges for their participations for each task to motivate them with ClassDojo mobile app tool for teachers.

-[Website Creation Rubric](#) (Doc)

-[Draft Webpage Evaluation Rubric](#) (Doc)

***** AFTER IMPLEMENTATION *****

Student feedback

Teams work collaboratively. They share their products digitally and peer to peer at every stage of the project. So, they are encouraged to peer-teach and give feedback. The teacher monitors students and asks questions to scaffold and encourage.

Teacher's remarks

It is better to have the internet connection while creating webpages. Otherwise students will complete this step out of school. Facebook is forbidden in most of schools, thus there are some other tools to be used like "Edmodo, Google Sites, WhatsApp, etc." Furthermore, my students enjoyed creating their own websites and asked if they could use it out of the class. All of my students, especially girls, found having a webpage created by themselves encouraging as for choosing CS professions. So, the project was totally successful and, as a teacher, I enjoyed it and am satisfied hoping to get women scientists out of my class.

One other aspect is the importance of developing advanced digital skills. It will be far better to have students learn a programming language like HTML so that they create their own websites.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitized items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organization, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex