

Europeana Learning Scenario

Title

Our Story, Our History after the Immigration

Author(s)

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Abstract

This learning scenario was created after having a look at [migration stories](#) and it is aimed at ELCO STUDENTS living in Charleville-Mezieres, FRANCE. The Language and Culture of Origin (ELCO) curriculum covers nine countries: Algeria, Croatia, Spain, Italy, Morocco, Portugal, Serbia, Tunisia and Turkey. It is implemented on the basis of bilateral agreements based on a European directive of 25 July 1977 on the schooling of children of migrant workers so the students will study their own history and past. Where do their ancestors come from and what is their origin? With this scenario we will focus mainly on the effects and impacts of migration on individuals and societies with its political, social and economical reasons. We know that migration always occurs due to different reasons but, as humans, we need to find the best ways to live together in harmony and this time the students will figure out their own stories from their ancestors. With this scenario, the students will be encouraged to work in groups, share their ideas and experiences, learn from each other in the form of peer learning and create some innovative materials using ICT tools.

Keywords

IMMIGRATION, HISTORY, CULTURE, PAST, STORY

Table of summary

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Subject	It is an interdisciplinary lesson because it includes history, art, ICT and culture
Topic	Our Story, Our History after the Immigration
Age of students	8-12
Preparation time	One week (at least one hour each day – outside the classroom and school)



Teaching time	90 minutes (45+45 / 2 lessons)
Online teaching material	Padlet , Kahoot , Historiana , Europeana , mindmapping , Prezi
Offline teaching material	paper, glue, crayons.
Europeana resources used	Moving from Puglia to Pisa for work A User's contribution on Europeana New Germans, New Dutch : Literary Interventions – a book by Liesbeth Minnaard The History of the three bag pipes Exploring Cultural Identities in Jean Rhys's Writings

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Integration into the curriculum

I am a Turkish ELCO teacher in Charleville-Mezieres. The Language and Culture of Origin (ELCO) curriculum covers nine countries: Algeria, Croatia, Spain, Italy, Morocco, Portugal, Serbia, Tunisia and Turkey. It is implemented on the basis of bilateral agreements based on a European directive of 25 July 1977 on the schooling of children of migrant workers. So teaching art, history and culture is the main part of my curriculum. We also elaborate our curriculum with 21st century competencies and digital literacy with the help of doing research on similarities and differences of both European and Turkish culture, history and art.

Aim of the lesson

The aim of the lesson for students it is to understand that migration is a phenomenon present throughout world history and has affected the lives of millions of people of different origins, Turkish among others. The objective of this project is to promote awareness of their own stories of migration

which they are also part of the European history. Furthermore, they will figure out their own immigration stories from their ancestors. At the end of the lesson the students will recognize the impact of migration on societies, understand the effects of migration on individuals and the whole society, demonstrate the understanding of the reasons for immigration.

Outcome of the lesson

At the end of the lesson the students will recognize the impact of immigration on societies, understand the effects of migration on individuals and the whole society including their own cultural backgrounds and stories, demonstrate the understanding of the reasons for immigration, categorize the changes in their societies and assess the importance of harmony in multi-cultural societies. With this scenario, the students will be encouraged to work in groups, share their ideas and experiences, learn from each other (peer learning), create some innovative materials using ICT tools such as Prezi or Kahoot, discover the online platforms to learn better about the immigration and its results.

Trends

Project-Based learning: The learning scenario is conceived as a series of activities, one leading to the next one, organized around the theme of immigration.

Collaborative Learning: Students work in groups and produce collaborative outcomes. The LS requires a lot of collaborative decision making.

Learning materials: There is a shift from textbooks to web resources and open source books

Peer Learning: Students review the work of their peers and provide justification for their choices.

21st century skills

Learning how to use and combine resources from Europeana and in terms of copyright. Developing communication skills: listening, reading (especially with understanding), writing and speaking in their mother tongue and French. Developing the skills of collaboration, communication, group working, conscious, responsible and creative use of information and communication technologies. Raising the awareness of cultural heritage and history about immigration.

Activities

Name of activity	Procedure	Time
Preparation	Before starting the learning scenario, the teacher will give students all the necessary information about the project and activities, especially the Europeana and Historiana platforms, online sources, web 2.0 tools such as Prezi, Mindmapping, Kahoot, etc.	15 mins
Explore	Students will be divided into groups and do research on immigration in general terms on the basis of Europeana migration stories concerning	20 mins

Name of activity	Procedure	Time
Make	<p>events, cities and they will also explore the Historiana platform to get a better understanding towards immigration. They will read Migration Collection Day stories, stories about famous migrants and they will classify all the information by mindmapping tools according to countries.</p> <p>Each group will prepare ten questions to ask their grandparents who came as immigrants to France and learn their stories and reasons. Their questions will be like an interview and they will record all the stories and memories.</p>	20 mins
Show and collaborate	<p>According to records and interviews each group will prepare a presentation with web 2.0 tools such as Prezi, Padlet, etc and they will present their works in the classroom. They will also organize an exhibition day as a migration collection day and they will bring the materials, objects, personal belongings or any souvenirs of their grandparents such as letters, clothes etc.</p>	20 mins
Assessment	<p>At the end they will share their stories online on the EUROPEANA platform Rather than summative assessment students will use rubrics for peer to peer assessment in a formative way.</p>	15 mins

Assessment

Students will be at the centre of the assessment process. Each group will give some feedback and make instructive comments after the show and collaborate activity.

Peer assessment and self-assessment are also important tools for assessing teaching. The evaluation criteria include statements and various types of questions, e .g. open / closed ones with rubrics (see: Annex).

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

Student feedback

Before starting the project the students thought it was just an ordinary school subject like history but after getting into the project they found it more interesting and enjoyable. They took great pleasure in collaboration, integrating web 2.0 tools in the classes and they learnt, shared and enjoyed the stories. This project gave them a chance to feel a sense achievement, learning more about their cultural, historical backgrounds and embracing the future hopefully.

Teacher's remarks

After the implementation of the learning scenario, I realised that the students are from now on more knowledgeable of their backgrounds and origins. They are more tolerant to each other. They have more self-confidence after their presentations. They seem more interested in using web tools for their learning activities.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised 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 organisation, 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

ASSESSMENT RUBRIC

	Excellent 10 Points	Good 9-5 Points	Unsatisfactory 4-0 Points	Points
Materials	The materials are related to the content and well designed.	The materials are more or less related to the content and well designed.	Few materials are related to the content and well designed or not.	
Content and Research	All of the content is relevant to the theme and the Europeana and Historiana platforms	The content is more or less relevant to the theme and the Europeana and Historiana platforms	Little content is relevant to the theme and the Europeana and Historiana platforms	
Collaboration	For the collaboration each student took part in all the activities actively.	For the collaboration a few students took part in all the activities actively.	For the collaboration only one student/ no student took part in all the activities actively.	
Presentation And Digital Tools	For the Presentation, all necessary, appropriate web 2.0 tools are used innovatively.	For the Presentation, a few necessary, appropriate web 2.0 tools are used innovatively.	For the Presentation, only one necessary, appropriate web 2.0 tool is used innovatively/ no web 2.0 tool is used.	
Crediting Sources	All the materials have copyright license attributions. Source link is placed.	Some materials have copyright license attributions. Source link is placed.	Little/no material has copyright license attributions. Source link is not placed.	
Grammar Spelling Punctuation	There are no grammar, spelling, punctuation and capitalization errors in the texts.	There are 1-5 grammar, spelling, punctuation and capitalization errors in the texts.	There are more than 5 grammar, spelling, punctuation and capitalization errors in the texts.	
TOTAL POINT				

SUM= (Total Point of Website Evaluation+ Total Point of Draft Layout Evaluation)/100