

Europeana Learning Scenario

Title

Jobs ... From The Dusty Pages of History to Modern Times

Author

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Abstract

This learning scenario aims to create awareness about the changes happening in some professions due to technological developments and industrial reforms. It also aims to introduce how to use Europeana resources in class especially for the high school students aged 14-18. However, this scenario can also be adapted to different grades and ages easily. Students will be aware of some jobs which still exist and are performed. Students will also research the jobs which are almost forgotten in their own culture. At the end of the lesson, besides being informed about Europeana resources, students will be able to integrate social sciences, technology and culture into English language learning.

Keywords

English, Industrial Work, Language, Technology, Child Labor

Table of summary

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Subject	English, Language, Cultural Heritage, History
Topic	Creating awareness for the changes happened in some professions due to technological developments and industrial reforms through Europeana resources.
Age of students	15-16
Preparation time	2 hours
Teaching time	2 hours 40 minutes: 4 lessons with 40 minutes
Online teaching material	https://kahoot.com https://create.kahoot.it/share/europe-at-work/963d82ee-d4b6-4d3d-8a38-541c93e3a6c6 https://padlet.com/eylulguldogan/y0rnze3ru6z3 https://padlet.com/eylulguldogan/4xja45bzbmci https://socrative.com https://b.socrative.com/teacher/-import-quiz/43476145 https://safeYouTube.net/w/gKp5 https://safeYouTube.net/w/CKp5 https://safeYouTube.net/w/PKp5 https://www.polleverywhere.com PollEv.com/guldogan790



	https://pollev.com/free_text_polls/eB7jmSjYdNLMqeAkhtlvP/respond https://www.randomlists.com/team-generator https://www.qr-code-generator.com https://www.emaze.com https://docs.google.com/presentation/u/0/ https://prezi.com
Offline teaching material	Paper, newspaper, magazine, glue for poster making
Europeana resources used	Item 1 Item 2 Item 3 Item 4 Item 5

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Integration into the curriculum

This scenario is integrated with English Lesson Curriculum prepared by the Turkish Ministry of National Education. 11th Grade Theme 3: Hard Times focusing on the past habits, events and routines, 10th Grade Theme 4: Traditions, 9th Grade Theme 5: Inspirational People and Theme 7: World Heritage Students can list differences and similarities between today’s and past working conditions using Europeana resources. They can also see the changes happened during the years due to the industrial revolution. They will get various information about men, women and children workers from the newspapers or photos published on Europeana. As this learning scenario includes many disciplines, it can be integrated history, social sciences, technology, and literature into the English curriculum. Another fundamental element in this scenario is encouraging students to build their own identities and structure their thought by doing cultural research. Thus they will help to keep the values and cultural roots. This lesson can be integrated with cultural education.

Aim of the lesson

This lesson aims to inform students about Europe at work, Europeana resources and the professions which are almost forgotten in their own culture integrating culture, social sciences and technology into English language lessons.

Outcome of the lesson

Students will be able to recognize vocabulary indicating the sequence of events in a recorded text/video. Students will be able to talk about past habits. Students will be able to talk about a personal experience in the past. Students will be able to ask and answer simple questions in an interview about past times and past events. Students will be able to give a short simple presentation about a profession they have

searched before. Students will be able to contrast past’s working life conditions and today’s. Students will be able to use past tenses in a meaningful context. Students will be able to ask and answer simple questions in an interview about past times and past events. Students will be able to answer the questions about short texts on social, educational and technological lives of people in the past around the world. Students will be able to identify the differences between the lifestyles and customs of people in the past and the ones in the 21st century in a written text.

Trends

Project-based learning: Students will work in groups. They will collect stories about people at work in research trip and prepare presentations with the materials they have collected.

Flipped Classroom: Students will get ready for the lessons before they come to the class. They will acquire basic knowledge about the topic doing research, watching videos and doing simple tasks beforehand.

Collaborative Learning: Students will improve their English written and oral skills as well as critical thinking skills in their mother language by working in groups.

BYOD: Bring your own device to the lesson: Students will bring their smartphones to record stories, to prepare presentations and to assess the lesson.

Cloud-based learning: Students will have the opportunity to reach the materials they have learned by themselves, or from their peers, or from the teacher whenever they need afterward the lessons in Google Classroom.

Social Media: Students will also share some of their results on social media with two hashtags **#Europeana** and **#Unforgettable Professions**

21st-century skills

Communication and Collaboration: To work on authentic materials and context as a group, students need to communicate in orally and written way with their peers. To provide a common product together they are expected to work collaboratively.

Creativity and Flexibility: This scenario encourages students to improve their creative writing skills and to be flexible while they study and prepare their materials.

Critical Thinking: Students have to learn, interpret and analyse the sources the teacher has sent them through cloud-based learning and flipped classroom.

Activities

Name of activity	Procedure	Time
Brainstorming and Survey	Students are introduced to the topic through Europeana’s “Europe at Work, Share your story” resources to understand the working life conditions of today. Students prepare a questionnaire (Annex 1) with the questions on the resource and ask the questions to at least their two family members They will share their answers on the Padlet which teacher has sent before the lesson through Google Classroom. Students will use both their native language and English to complete the task.	15
Flexible Reading	Students will read one of the articles on the Europeana blog before they start the lesson. There will be three texts on Google Classroom. They are about child labour , women’ labour history in Europe and industrial agriculture in rural life. Students will be grouped randomly to read the	15

Name of activity	Procedure	Time
	text. They are grouped via a random list generator. Then the groups choose a colour out of red, pink, green. These colours show the QR code of the texts on Europeana. (Annex-2) Each group are expected to read one of the texts. They will also watch a few grammar videos to learn the language needed during the following four lessons.	
Presentation	Teacher will introduce the main objectives, the work methodology, the web tools, the research trip, the resources and the expected outcomes. Teacher will provide the language needed to conduct the following lessons.	10
General Discussion	Firstly the students will discuss the texts and photos taken Europeana and listed on Padlet. They are expected to use the target language and language items.	20
Research	Group work - Research Students research the professions that are almost forgotten due to technological developments and industry reforms. From stonemasonry to antiquity, tin, milling, custodianship and saddlery, nearly a hundred occupations are mixed with history, while others continue to resist. They will watch a video to get some ideas about these kinds of professions. Students will interview people who still do these professions and prepare presentations about them. They can use Emaze , Prezi or Google Slides to prepare their presentations.	40
Delivering the presentations	Students will present their presentations as a group. Other students will complete a peer/group evaluation form while they watch the presenters. (Annex-5) Students will also share some of their results on social media with two hashtags #Europeana and #Unforgettable Professions.	40
Assessment	There will be quizzes about the language, Europeana resources and the lesson itself using three different online testing tools. (Kahoot, Socrative and Poll-everywhere).	20

Assessment

Students' knowledge will be tested through a multiple-choice questionnaire using the Socrative and Kahoot applications. (Annex-4) Students are expected to remember or create a link between the photos and the topic on Kahoot. They will do jigsaw reading to find answers on Socrative. The teams have to communicate and collaborate for this test. Finally, they will evaluate the lesson and Europeana via an online poll. Their answers are shown on the board as a word cloud. They will evaluate both themselves and the others by asking more explanations.

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

Student feedback

Students' feedbacks were collected through two questions prepared on Poll-everywhere application. Even though it was their first experience integrating other disciplines and Europeana resources into English language lessons, the students enjoyed a lot while using the digital tools, doing research and collecting information about their ancestors' occupations. They were proud to take part in preserving the cultural heritage. You can check the results at Annex 3.

Teacher's remarks

It was my first scenario, too. Students' oral and written feedbacks were very motivating for me, too. The students were 10th and 11th grade in high school. The scenario aims to improve multi-skills of the students such as English, history, ICT skills, 21st-century learning skills and to integrate all of them in English lessons. Students evaluated both their performances through self-assessment tools and their peers' performances. They used Social Sciences and Technology to develop their language skills. Not only language skills of students were improved but also their ICT skills were improved. They used their smartphones and interactive whiteboards to get information on "People at work" in Europeana platform. Digital Literacy was enhanced by reliable information on Europeana. 21st learning skills of the students such as collaboration, communication, flexibility, creativity and critical thinking skills were improved as well. As the students had to work together to carry out the tasks, their communication and collaboration skills were improved. The students brainstormed on the changes happened in some professions due to technological developments, that improved students' critical thinking skills. They completed some online tasks with the help of some web2.0 tool. Learning English through technology attracted them very much. They were happy during these four lessons and research trips. I also got some positive feedback from the parents and school staff. I felt honoured to be a part of preserving cultural heritage in my everyday teaching.

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

Annex-1: Survey Questions

No	Europeana / Europe at Work: Share your story	İşinizle ilgili hikayelerinizi bizimle paylaşın.
1	Your first job or your current job	İlk işiniz ve <u>şuan ki</u> işiniz nedir?
2	How your job is part of your identity - Is your job who you are?	Mesleğiniz kimliğinizin bir parçası mıdır?
3	How you feel about your work	İşiniz hakkında sevdiğiniz ve sevmediğiniz şeyler nelerdir?
4	How your work has influenced your life	İşiniz hayatınızı nasıl etkiledi ya da etkiliyor?
5	How your job has changed over the years, under the influence of new tools and techniques	Yeni araç ve tekniklerin etkisiyle işiniz yıllar içinde nasıl değişti?
6	A typical day in your job	İşinizdeki tipik bir gününüzü anlatınız.
7	A day that was significant	Şimdiye kadar işinizdeki en önemli bir günü anlatınız.
8	Something about your job that nobody would know	Mesleğiniz hakkında kimsenin bilemeyeceği bir şey var mı? Nedir?

Annex-2: QR Codes for Europeana Reading Blogs





Annex-4: Kahoot and Socrative Results

Europe at Work	
Played on	5 Dec 2019
Hosted by	GulDogan
Played with	10 players
Played	6 of 6
Overall Performance	
Total correct answers (%)	66.67%
Total incorrect answers (%)	33.33%
Average score (points)	4459.00 points
Feedback	
Number of responses	0
How fun was it? (out of 5)	0.00 out of 5
Did you learn something?	0.00% Yes 0.00% No
Do you recommend it?	0.00% Yes 0.00% No
How do you feel?	<input checked="" type="radio"/> 0.00% Positive <input type="radio"/> 0.00% Neutral
Switch tabs/pages to view other result breakdown	

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LAUNCH QUIZZES ROOMS REPORTS RESULTS

Europe at Work - Thu Dec 05 2019

REPORTS

RH.11-12.2

Show Names Show Answers

Name ↑	Score (%)	1	2	3	4	5	6	7	8	9	10
Berkcan Oğuz	90%	A	B	C	False	True	D	B	C	True	D
Burak Damla Alimda	90%	A	B	C	False	True	D	B	C	True	D
Cimin üzümü	70%	A	A	C	False	True	D	B	D	True	D
Ece Elif	80%	A	B	C	False	True	D	D	C	True	D
Emir,Emre	80%	A	B	C	False	True	A	B	C	False	B
Eyüp Düzgün	100%	A	B	C	False	True	D	B	C	False	D
HFK, ERGEN MUSTAF	80%	A	B	C	False	True	D	D	C	True	D
Süm Nisa	80%	A	B	C	True	True	C	B	C	False	D
Silazeynep	70%	A	B	C	False	True	B	D	C	True	D
Tim mi panik	90%	B	B	C	False	True	D	B	C	False	D
Class Total		90%	90%	100%	90%	100%	70%	70%	90%	40%	90%

Annex-5: Peer Evaluation Form

PEER EVALUATION FORM

GROUP NUMBER :	YES	NOT ENOUGH	COULD BE IMPROVED
All the group members contributed to the presentation equally.			
The presentation is informative enough.			
The presentation is well designed.			
The presentation is integrated with the Europeana resources.			