

Europeana Learning Scenario

Title

Remote Reading Activity on Pioneer Women for Language Learners

Author(s)

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Abstract

In this project all the activities are done in an “online” environment to support teachers and students in response to the teaching situation the current COVID-19 pandemic has caused. It is a cross-curricular remote project aimed to empower English language learning and basic programming skills. Reading comprehension about past tense texts, writing skills are main achievements developed in this project. To do so, [Europeana](#) is used as a dedicated reading platform. Students explore Europeana platform and read the resources on biographies of the [pioneer women](#) and create a digital story of these women with an VR app [Cospaces](#). It is used as digital storytelling VR app by the students. They will also develop basic programming skills to animate the characters created inside Cospaces. This lesson plan applies to 7th and upper grades and mobile apps are used as well as web. Also, [Zoom](#) is used as an online virtual classroom.

Keywords

On-line Learning, Remote learning, Reading, Collaborative Writing, Digital Story Telling, VR, Women, STEM

Table of summary

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Subject	<i>English Language Learning, Programming</i>
Topic	<i>Reading</i>
Age of students	<i>12+</i>
Preparation time	<i>3 hours at least</i>
Teaching time	<i>440 minutes</i>
Online teaching material	https://zoom.us/ https://edu.cospaces.io/Universe https://info.flipgrid.com/ https://www.classdojo.com/ https://www.storyboardthat.com/

Offline teaching material	<ul style="list-style-type: none"> • <i>Teacher Activity Presentations</i> • <i>Instruction worksheet</i> • <i>Writing Rubric Document and Google Writing Assessment Form</i> • <i>Google Assessment Form</i> • <i>K-W-L questions</i> • <i>Storyboarding Self-Assessment Google Form</i> • <i>Storyboarding Presentation Team-Assessment Google Form</i> • <i>Animation Team Assessment Google Form and Animation Rubric Document</i> • <i>Animation Team Assessment Google Form</i>
Europeana resources used	https://www.europeana.eu/en/exhibitions/pioneers

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Integration into the curriculum

The lesson Plan incorporates national the A1 and A2 curriculum of English and Basic Computer Science.

Aim of the lesson

The main aim is to support teacher and students in response to the teaching situation the current COVID-19 pandemic has caused. By this, students will learn how to be digitally competent in developing reading skills of English while collaborating virtually and communicating.

Outcome of the lesson

Students will be able to:

- Comprehend and interpret texts about the biographies of "pioneer women" from Europeana
- Curate and write texts about the biographies of "pioneer women" with past tense
- Create a storyboard for the biography of the pioneer woman
- Create an animation of the biography of the pioneer woman with the VR tool Caspases
- Move characters by using basic programming blocks
- Collaborate as a team and contribute to team output
- Reflect critically on learning experiences and processes
- Develop digital skills in using digital tools and VR apps

Trends

Virtual Learning, Cloud Based Learning, Game Based Learning and Gamification, Collaborative Learning, Project Based Learning, Student Centered Learning, Mobile Learning, Online Assessment

21st century skills

Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration Information Literacy, ICT

Activities

Name of activity	Procedure	Time
Session 1 Activity	<ol style="list-style-type: none"> 1. The teacher introduces the presentation of the project in Zoom virtual classroom. Presents zoom virtual class, Europeana platform, digital tools, examples and all the activities to be implemented. They negotiate the assessment criteria with the students and agree. 2. Firstly, students need to download the Flibgrid and the teacher posts the “Instruction worksheet” to them. 3. Next, the teacher will form the teams of 4-5 members. The teacher defines the student roles and teams share their roles. Prompts individual teams to help them understand their roles and the design of their project. 4. Encourage students to question the activities such as “Do you know women scientists? What are their names and importance? How are you going to use Europeana platform? What is your role? How are you going to perform your role? How will you animate the characters? What are the challenges? How can you address these? How will you present your animations out of the class audiences?” The students will reflect on the chat box or take turns in microphone. 5. The teacher informs them about the next activity and wants them to download the Cospaces in their mobiles and tinker freely out of the virtual class. Some of the students may use it on the web. Finally, teacher schedules the class in the Zoom application. 	80 min.
Session 2 Activity	<ol style="list-style-type: none"> 1. Before the virtual class teacher creates team accounts of the class and the simple assignment for the students in Cospaces dashboard. 2. In the virtual session, the teacher asks teams how many ways they know to tell a story. The students try to answer on the chat box or taking turns in their microphones. They talk about the examples. 3. After that, teacher introduces the Cospaces and its basic programming blocks. Explains them that they will use this tool to animate the life of the pioneer woman they selected. 4. Next, shares the “Classcode” with the students to invite them to join the class created with their mobile apps. 5. Then the teacher assigns the student teams to the “breakout rooms” to explore the “3D environment” collaboratively. The teacher joins the breakout rooms, asks the teams how the characters move. They discuss and let them explore “CoBlocks”. Students use mobile app (or web). The teacher monitors the teams by joining the breakout rooms. Coach and answer their questions. 6. Participants return to the main room. Asks them open ended questions such as: “How do you relate your mini project with the biographies of the pioneer woman? What do you think about the app? What did you learn from the 	80 min.

exploration? What are the challenges? “What is VR and how can you apply in this project?” Finally, the students share their simple projects as pairs and reflect individually by using Flipgrid reflection tool out of the session.

<p>Session 3 Activity</p>	<ol style="list-style-type: none"> 1. First, the teacher will introduce the Europeana platform to the student teams. They browse the website and navigate to the “Exhibition to Pioneers”. They scan the web page about the biographies of women who contribute to human knowledge and culture such as Marie Curie, Maria Sibylla Merian and Elisa Leonida Zamfirescu. The teacher asks questions about the women to drive their attention. They discuss and answer the questions. 2. The teacher formed a google shared class files beforehand and creates a shared document depending on the number of the teams. Each team can write on their own page about the pioneer woman. The teacher shares these pages and “Writing Rubric Document for what is expected. 3. The teacher assigns the student teams to the “breakout rooms”. Teams negotiate and decide on the pioneer woman of whom they will create the animation. Team members divide and share pages of Europeana and summarize/shorten the biography of the pioneer woman they have chosen. Each member of the team writes the shortened/curated text on their own space of the shared file. The teacher joins the rooms and observes the teams and helps scaffolding the plot. 4. The teacher finalize the session and schedules another meeting time to let them read the texts and write collaboratively. 5. On the following meeting, Teams share their documents by screen sharing. The teacher shares Google Writing Assessment Form and they assess teams’ biography texts of each other. By this way, teams can reach the summarized documents of each team and comment them to give feedback. 6. The teacher shares the results of “Google Writing Assessment Form”. Finally, teams correct the mistakes. 	<p>80 min.</p>
<p>Session 4 Activity</p>	<ol style="list-style-type: none"> 1. The teacher creates team account with story boarding tool StoryboardThat before the class time. In the session, presents some examples and invites students to the StoryboardThat class accounts. Shares “Storyboarding Self-Assessment Google Form” with the team members. Introduces assessment criteria. 2. The text about pioneer woman is divided between team members. They are assigned to the breakout rooms and create his/her scene using Storyboardthat tool to be used for Cospaces. Team members use self-assessment form to assess themselves. Teacher observes the teams. Later, the teams present the storyboards to the class by sharing their screens. 3. Before the presentation teacher shares “Storyboarding Presentation Team-Assessment Google Form”. Teams assess the storyboards of the pioneer women. Later teacher shares the results by sharing the screen with the class. Students comments and give feedback. They refine their storyboards. The teams gain reward with ClassDojo. 	<p>80 min.</p>
<p>Session 5 Activity</p>	<ol style="list-style-type: none"> 1. The teacher introduces the tasks and re-explains Cospaces. Next, Animation Team Assessment Google Form and Animation Rubric Document are shared 	<p>120 min.</p>

with the teams. They are informed what is expected. Teams use their “storyboards created with StoryBoardThat” and the rubric to create the animations of the life of their pioneer woman.

2. They are assigned to the breakout rooms Then, team members share their roles as animators, voice narrators. Each student will create their own scene depending on the story board. Team members have their own shared accounts in Cospecies. So, each member of the team creates the animation of the pioneer woman collaboratively on the same platform. One of the team members records the voice for the retelling the narrative of the story as it flows. They choose 3D environment, setting, characters depending on the elements of the story of the biography and give movements to the characters by using basic programming characteristic of the app. While the teams develop their scenes, teacher joins the rooms and coaches them to address their challenges. Team members communicate and collaborate.

3. Finally, they return the main room and present their animations to the class and assess with the **Animation Team Assessment Google Form**. The students can use cardboards to immerse themselves into the environment of the pioneer women. This is the amazing way of assessing the animations.

As a post activity, the teams create digital posters of their project and put “QR Codes” for their Pioneer Women Animations and share on the school website to reach school audience.

Assessment

Activity 1. The teacher encourages students to share their reflections and comments with class by using [Flibgrid](#) out of the virtual class. It is a mobile app that students can record a video, voice and write texts. The students reflect about K-W-L and challenges. The recordings will be reviewed by the teacher and assessed and used to give feedback to the students. The teacher will propose suggestions and solutions to the problems, answer the questions by recording videos or voice recordings

Activity 2. In the session, teacher gives direct feedback after asking open ended questions. Later, the teacher will review the simple projects posted and reflections from Flipgrid. The students reflect about K-W-L and challenges

Depending on the reflections and reviewing the simple project, the teacher provides feedback for the students by recording video/sound in Flipgrid. The student comments also help them refine their practices. Additionally, team observations are used to draw challenges and suggest solutions. Teams are rewarded with the ClassDojo app to motivate and engage them.

Activity 3. The teacher uses the **Google Writing Assessment Form**”. Reviewing google documents and commenting where they need feedback depending on the rubric criteria. Monitors the teams while session time and gives feedback. The students reflect about K-W-L and challenges with Flipgrid. The students refine their texts.

Teams are rewarded with the ClassDojo app to motivate and engage them.

Activity 4. Storyboarding Self-Assessment Google Form is used as self-assessment. **Storyboarding Presentation Team-Assessment Google Form** for presentations of the teams. The results are shared

during the class session and discussed. The teacher monitors the teams. Reviews the Flipgrid recordings. The students reflect about K-W-L and challenges. Teams refine their works. Teams are rewarded with the ClassDojo app to motivate and engage them.

Activity 5. Animation Rubric Document is used by the students to guide the students in creating the animations. The team performances are measured by **Animation Team-Assessment Google Form**. The teacher shares the results in the class and gives feedback using expected criteria as well as the students. They record their final reflection with Flip grid.

The teacher listens student recordings and prepare comments for each of team and posts them in Flipgrid. Teams remake their animations. And the teacher reviews the work of each team and assess with the rubric criteria. Team assessments and ClassDojo points are used in some extent to define the animation points as a summative assessment. Students reflect about K-W-L and challenges. Teacher observes them and gives feedback. Teams are rewarded with the ClassDojo app to motivate and engage them.

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

Student feedback

The students share reflections, comments and give feedback with class by using [Flibgrid](#). They reflect about K-W-L and challenges. They also give feedback during the sessions and breakout rooms.

Teacher's remarks

Teachers should plan the learning activities considerably for students to use Zoom effectively. In case of low bandwidth, the sound drops up and down. This may cause problems in communicating. This time it is better to turn off the cameras. The teacher should join breakout rooms to offer help and can send messages. It would be better to have Q&A feature for the free version; however it is provided for the paid version.

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 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

For more information to learn more about the remote learning, please refer to:

Five Strategies for Learning Online: <https://tinyurl.com/yaj363c8>

Formative Assessment in Practice – Shaping Student Learning: <https://tinyurl.com/y7w6fty3>

Future Learn: <https://www.futurelearn.com/courses/online-tutoring>

Tips & Tricks: Teachers Educating on Zoom: <https://tinyurl.com/v3ntcbh>