

Europeana Learning Scenario

Title

Labour Market and Women Through Centuries

Author(s)

Anita Lasić

Abstract

This learning scenario addresses the issue of women's rights, obligations and their role in society throughout centuries. Its aim is to raise awareness and think critically about gender equality, human rights and working conditions for women.

It was implemented during English classes with the COVID 19 pandemic, schools closed and lessons being implemented at distance. Students, 15-year-old eighth-graders, did their tasks from home and using their own devices.

The first task for students was to go through and study the Europeana Collection called Women at Work. They were instructed to find out when the photos were taken, what kind of jobs women did in the past, how hard their life was back then and to speculate if they were happy with the working conditions.

After that, students were directed to another, Pixabay collection called Women at Work and asked to compare the photos, give their impressions and thoughts about the women's working conditions.

Two different assignments were created based on the level of students' English language knowledge and abilities. For this, using Office 365 Forms students voted and chose a photo of a woman working in a factory. The first assignment was to imagine a typical working day in the life of a woman in the particular photo and write a story about it and following the instructions.

The other assignment was connected to a photo taken from the teacher's family album. The task was to interview the woman (teacher's grandmother) as shown in the photo. It was done in the form of an open-ended dialogue. The end result was created using Comic Life, a photo-comic software. The speech balloons with questions and answers were added to the photo.

The focus of the next task was a photo book created by Comic Life (photo-comic software) and published online using ISSUU (digital publishing platform). It follows the life of the teacher's grandmother from 1918 till 1966. The learning material was presented to students using Adobe Spark presentation tool. Students were directed to the page called [Mini Saga](#). Students were asked to write a mini saga about the family. A mini saga is a piece of writing containing 50 words exactly excluding the title that can contain up to 15 words. They submitted their work through Microsoft Teams. After the correction, students uploaded their sagas onto Sway.

Keywords

Gender equality and inclusion; women at work; women's rights



Table of summary

<i>Table of summary</i>	
Subject	<i>English, Croatian, History, Biology, ICT</i>
Topic	<i>Women at work through centuries</i>
Age of students	<i>14 +</i>
Preparation time	<i>10 min</i>
Teaching time	<i>45 minutes x 2</i>
Online teaching material	<i>Microsoft Teams, Mentimeter, ComicLife, PhotoScape, Pixabay, Microsoft Forms, WhatsApp, Office365 Sway https://sway.office.com/RkzkCyCS66Ye3bAs?ref=Link ISUU https://issuu.com/anitalasic/docs/family Adobe Spark https://spark.adobe.com/page/UMwhkX2kC6CZS/</i>
Offline teaching material	<i>Notebooks</i>
Europeana resources used	<i>Europeana Collection Women at Work</i>

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Integration into the curriculum

Croatian National Curriculum recognizes seven interdisciplinary curricula. This learning scenario addresses at least two of them: Civic Education and ICT Usage. More precisely, it addresses the issue of women's rights and position in the working society. It aims to encourage students to think critically about the issues of gender equality, myths and stereotypes. It encourages students to become responsible digital citizens able to create a safe digital environment for themselves and others. It is implemented in the eighth grade (15-year-old students).

Aim of the lesson

Throughout history, women have dared to fight for their better position in the working society. At times and when necessary, they overtook the men's jobs. The intention is to make students think critically about the position of women in the labour market through time.

Outcome of the lesson

As a result of these lessons, students will improve their digital, cultural and linguistic competences. They will improve their creativity, communication, collaboration and ability to think critically. Working from home, they will take control and responsibility for their own learning, thus improving their learning

autonomy. They will write text using information from the web. They will reflect on women’s rights. They will be able to explain development of women’s rights through time, identify a breach of women’s rights, recognize cases of discrimination in everyday life and appropriately react to them, recognize and react to stereotypes and prejudices. They will be able to promote gender equality and inclusion.

Trends

- Project-based learning
- Student centered learning
- Cloud-based learning
- Learning materials shift from textbooks to web resources and open source books

21st century skills

This learning scenario requires students to think critically about the complex social issues: the position of women in the labour market nowadays and in the past, gender equality, gender stereotypes and myths as well as gender discrimination. It requires students to communicate and collaborate using digital media, to be responsive, innovative, and creative.

Activities

Name of activity	Procedure	Time
Introduction	The learning material Labour Market and Women Through Centuries was introduced to students using the presentation program Sway. The first task for them was to go through and study the Europeana Collection called Women at Work . They were instructed to find out when the photos were taken, what kind of jobs women did in the past, how hard their life was back then and to speculate if they were happy with the working conditions. Using Mentimeter, students answered questions about the collection.	10 min
Comparison	After that, students were directed to another, Pixabay collection called Women at Work and instructed to compare the photos, give their impressions and thoughts about the women’s working conditions. Real-time feedback was made possible using Mentimeter presentation. The teacher asked questions and students answered them directly into this online collaboration application.	10 min
Assignments	Two different assignments were created based on the level of students’ English language knowledge and abilities. Using Office 365 Forms, students voted and chose a photo of a woman working in a factory. The first assignment was to imagine a typical working day in the life of a woman in particular photo and write a story about it and following the instructions. The standard rubric for writing assignment was taken and the students were informed beforehand. They submitted their work using the	25 min

Name of activity	Procedure	Time
	<p>turn in option within Microsoft Teams. The teacher corrected their work, returned them to the students and assessed according to the rubric.</p> <p>The other assignment was connected to a photo taken from the teacher’s family album. The task was to interview the woman (teacher’s grandmother) shown in the photo. It was done in the form of an open-ended dialogue. The speech balloons with questions and answers were added to the photo. It was created using Comic Life, a photo-comic software. An assessment was done using the rubric.</p>	
Mini saga	<p>The focus of the next task was a photo book created by Comic Life (photo-comic software) and published online using ISSUU (digital publishing platform). It follows the life of the teacher’s grandmother from 1918 till 1966. The learning material was presented to students using Adobe Spark presentation tool. Students were directed to the page called Mini Saga. Students were asked to write a mini saga about the family. Mini saga is a piece of writing containing 50 words exactly, excluding the title that can contain up to 15 words. Students submitted their work through Microsoft Teams. After the correction, students uploaded their sagas onto Sway.</p>	35
Assessment	<p>The written task was assessed through a rubric.</p> <p>Students were also asked to do the 3-2-1 activity using Microsoft Forms. They wrote about three things they had learned during the lessons, two things they had found interesting and one thing they would like to work on a bit more.</p>	10

Assessment

Using the appropriate rubric that students had been made familiar with, summative assessment of the written task was implemented (See Annex).

Questions about the text, facts, opinions and impressions were asked by using Mentimeter that allowed students to give a real-time feedback.

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

Student feedback

Microsoft Teams video conferencing enabled a good old-fashioned real-time discussion about the topic and lessons.

Students were asked to do the 3-2-1- activity using Microsoft Forms. They wrote about three things they had learned during the lessons, two things they had found interesting and one thing they would like to work on a bit more (See Annex).

Teacher's remarks

This learning scenario was implemented during English classes with the COVID 19 pandemic, schools closed, and lessons being implemented at distance. Although the usage of ICT was a bit of a challenge, it made the lessons feasible as well as enjoyable. Students, 15-year-old eighth-graders, did their tasks from home, using their own devices.

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

ANALYTICAL RUBRIC FOR WRITING ASSIGNMENT

COMPONENTS	THE LEVEL OF THE CRITERIA ACHIEVEMENT		
	Excellent	Good	Needs improvement
Layout	The text has got a title, an introductory paragraph, the body and a concluding paragraph.	The text lacks minor parts of the layout: the title, an introductory paragraph, the body or a concluding paragraph.	There are main parts missing from the text: either the title or paragraphs.
Content organization	Text is logically organized and well-structured showing clear beginning, body and conclusion of a text.	Text is mostly logically-organized or mostly well-structured showing quite a clear beginning, body and conclusion of a text.	Text is neither logically-organized or well-structured. There is overlapping among the beginning, the body and the end of the text.
Grammar	Text has been written in the correct tense and it is consistent throughout. The sentence structure is correct.	Text has mostly been written in the correct tense. The structure of the sentences is mostly correct.	The tenses in the text are wrong and there is no consistency in their usage. The structure of the sentence is mainly wrong.
Vocabulary	Vocabulary is rich, purposeful and clearly supports the topic and main ideas.	Vocabulary is ordinary. It is correct and supports the topic and main ideas.	Vocabulary is poor. It is not purposeful and does not support the topic and the ideas.

FORMATIVE ASSESSMENT

3-2-1 Countdown

Respond to these statements:

Labour Market and Women Through Centuries	Write three things that you have learned during these lessons. 1. 2. 3.
	Write two things that you found interesting. 1. 2.
	Write one thing that you did not understand and would like to work on it more.

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