

Europeana Learning Scenario

Title

Pandemics - our new neighbors or not?

Author(s)

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Abstract

The learning scenario is about pandemics and everyday life with them. The purpose is to make students' life with COVID-19 easier. A key question is: Pandemic is something new in human life or something usual? Curriculum outcomes and aims are achieved through innovative pedagogy, such as Cooperative Learning ("puzzle teaching method"). Students will work in five groups (A,B,C,D,E): let's look back, how we struggled. They will analyze primary historical sources (pictorial historical sources) using guided reading (tasks for analysis) and through dialogue. After working in groups, students worked in a four mixed group (A, B, C, D, E). Teaching method: Peer Learning: students learn from peers and give each other feedback. The learning outcome will be building four digital posters. Pandemics - our new neighbors or not? Each group has to design one poster: select pictorial resources, introduce them and write a short text about the theme. Evaluation for students: playing Escape assignments (Scavenger Hunt). Through dialogue with the teacher, students will explain similarities and differences among their digital posters and why there is a different interpretation of the same historical event.

Keywords

Pandemics, Collaborative Learning, Peer Learning, digital posters, interdisciplinary lesson

Table of summary

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Subject	History, Biology, Geography, Art, Literature, English language, Health Education, Civic Education
Topic	Living with pandemics
Age of students	10-16 years old
Preparation time	2 hours
Teaching time	90 minutes (2 school classes, one school class 45 min)
Online teaching	<ul style="list-style-type: none"> • Mentimeter: https://www.mentimeter.com/ • Historiana: https://historiana.eu/#/ • OneNote: https://products.office.com/hr-hr/onenote/digital-note-taking-app?rtc=1



<p>ng material</p>	<ul style="list-style-type: none"> • Sutori: https://www.sutori.com/ • Padlet: https://padlet.com/ • Canva: https://www.canva.com/hr_hr/ • Office365, Word: https://products.office.com/hr-hr/word/?rtc=1 • Europeana Escape assignments: https://www.flippity.net/sh.php?k=1i0QqopbMaZGTt1_jnulsKsje14gKLI2sQwASyJlhBs&fbclid=IwAR0z66sULrME9vISq1B4JlFoHwRVbE9YIU51GDi31PVWFR43E4FFJ9zVs
<p>Offline teaching material</p>	<p>Not one</p>
<p>Europeana resources used</p>	<ul style="list-style-type: none"> • https://www.europeana.eu/hr/pandemics • https://historiana.eu/historical-content/source-collections/the-plague • https://www.europeana.eu/hr/blog/flowers-to-fight-diseases-how-beda-hallberg-battled-a-pandemic-with-mayflowers • https://www.europeana.eu/en/galleries/washing-your-hands • https://www.europeana.eu/en/item/9200579/qwnxqjhn • https://www.europeana.eu/en/item/2021672/resource_document_mauritshuis_862 • https://www.europeana.eu/hr/galleries/newsreels-and-tv-news-about-vaccines • https://www.europeana.eu/hr/galleries/playing-games

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Integration into the curriculum

The topic can be used for cross-curricular themes: Civic Education, Health Education

National History curriculum, Domain - society, educational outcome: The student analyzes the dynamics and relationships of individuals and different social groups

National curriculum, Cross-curricular topic: Personal and social development. The Domain - I, I and others, and I and society are realized on historical contents by applying different methods of work. By collaborating with other students in a pair, group, or team, students manage their emotions and develop an image of themselves and others by valuing their own work and the work of other students. In research and project activities, they take responsibility for their actions and present the results.

National curriculum, Cross curricular topic: Civic Education - Historical contents from European and world history about cultural and civilizational achievements help students get to know different cultures.

National curriculum, Cross curricular topic: Health Education - Living Healthy, Personal Hygiene

Everyday healthy habits and health care.

Aim of the lesson

Students will learn how to analyze historical sources and develop analytical skills and critical thinking.

They will acquire collaboration skills and learn how to communicate clearly and persuasively. They will extend English and Native language vocabulary and speaking skills.

Outcome of the lesson

Lesson outcome will be: one digital timeline (Sutori), one Padlet: Why and how did Beda Hallberg fight?, one Padlet: Washing hands was an important part of personal hygiene, preventing the contraction and spread of disease, one Padlet: Hooray we have a vaccine!, a four digital posters Pandemics - our new neighbors or not?

Trends

Collaborative Learning: a strong focus on group work.

Peer Learning: students learn from peers and give each other feedback.

Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects.

21st century skills

- **Collaboration:** Students collaborate when in groups discuss a problem + analyze historical sources + create something new. Students share responsibility when in groups: improve a common product, response, or design. Students make important decisions together about the content or result (product). Students work independently.
- **Knowledge construction:** Students use existing knowledge for interpretation, analysis, synthesis, evaluation of information.
- **The use Information and communication technology (ICT) for learning:** Students will use different online tools in different parts of a lesson and for different purposes: for collaboration (OneNote, Mentimeter, Padlet), creation outcomes (Padlet, Sutori, Canva) or evaluation of their work (Escape assignments).
- **Skilled communication:** Students will work in three groups and communicate: clearly, persuasively, they will substantiate communication with examples - primary historical sources. They will shape their ideas into permanent forms: digital timeline, Padlet, digital posters.

Activities

Name of activity	Procedure	Time
Evocation	<p>Students are writing their YES/NO answers to the questions: When you hear: pandemic, do you feel the fear? Is a pandemic something new in human lives? Do you know enough about pandemics during history time? They use tablets and Mentimeter applications.</p> <p>After working, they discuss with the teacher about their answers: What are your results? What result will be different after this lesson?</p>	10 min
Collaborative Learning	<p>Students are working in five groups. Each group has four members. They discuss the problem, analyze Europeana historical sources and they are expected to find answers to previously prepared questions/tasks.</p>	25 min

Group A: The history of one pandemic

- Task: Create a digital timeline that will show the history of the pandemic - the Plague. Your timeline should contain six historical sources with explanatory text. For your work use the application Sutori: <https://www.sutori.com/>
- Analyzing primary historical sources. <https://historiana.eu/historical-content/source-collections/the-plague>

Group B: How can we fight?

- The key question is: Flowers to fight diseases: how Beda Hallberg battled a pandemic with Mayflowers?
- Analyzing primary historical sources. Students in the Padlet place a selection of three historical sources, devise a signature, and write the answer to the key question. <https://www.europeana.eu/hr/blog/flowers-to-fight-diseases-how-beda-hallberg-battled-a-pandemic-with-mayflowers>

Group C: How can we fight?

- The key question is: Washing hands was an important part of personal hygiene, preventing the contraction and spread of disease?
 - Analyzing primary historical sources. Students will analyse two historical sources on Historiana. They will answer questions.
 1. Is personal hygiene available to everyone in the past? Explain your answer.
 2. Is personal hygiene available to everyone today?
 3. Is personal hygiene reserved for some social position?
 4. What is the social position of the persons in the both pictures? How did you make your conclusion?
- <https://www.europeana.eu/en/item/9200579/qwnxqjhn>
https://www.europeana.eu/en/item/2021672/resource_document_mauritshuis_862

Students in the Padlet place a selection of three historical sources, devise a signature, and write the answer to the key question. <https://www.europeana.eu/en/galleries/washing-your-hands>

Group D: How can we fight?

- The key question is: Does playing games help?
- Analyzing primary historical sources. Students in the Padlet place a selection of three historical sources, devise a signature, and write the answer to the key question.

<https://www.europeana.eu/hr/galleries/playing-games>

Group E: Hurray, we have a vaccine!

Analyzing sources. Students in the Padlet place a selection of three historical sources and writing three news about vaccines.

<https://www.europeana.eu/hr/galleries/newsreels-and-tv-news-about-vaccines>

Evaluation

Students will Self-evaluate (work process in their group) and group evaluation (three groups) with Rubrics. They will read digital posters., discuss and evaluate Each group will explain their Rubrics.
The teacher will evaluate students' work too with Rubrics.

	follow the instructions completely	partially followed by instructions	need to be i
course of research			
data collection			
data display			
conclusion			
	constructive	nonconstructive	need to be i
discussion			

Evaluation

Students will answer Europeana Escape assignments in four groups (one group have five students (A,B,C,D,E). 20 min

https://www.flippity.net/sh.php?k=1i0QqopbMaZGTt1_jnulskSsje14gKLI2sQwASyJlhBs&fbclid=IwAR0z66sULLrME9vISq1B4JjLFoHwRVbE9YIU51GDI31PVWFR43E4FFJ9zVs

Through dialogue with the teacher, students will explain similarities and differences among their digital posters and why there is a different interpretation of the same historical event.

Assessment

Evocation – Mentimeter application – YES/NO questions:

When you hear: pandemic, do you feel the fear? YES/NO

Is a pandemic something new in human lives? YES/NO

Do you know enough about pandemics during history time? YES/NO

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

Student feedback

Add here the method with which your students will be able to give you feedback and discuss the lesson.

Teacher's remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.*

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.

