

Europeana Learning Scenario

Title

How clothes have changed: connecting cultures and eras through the shared heritage of fashion

Author(s)

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Abstract

This Learning Scenario has been designed to make students reflect on the changes fashion has suffered in the last ten decades. They will be given the opportunity to discover and analyse how certain shared heritage in fashion among cultures has evolved and developed over time. In the activities, they will do research about it and compare it in different decades and they will do a final-task project related to textile branding. They will learn that fashion is about translating self-esteem into a personal style and that clothes have a life cycle that is repeated over time.

Keywords

Fashion; evolution; identity construction; changes in society; culture.

Table of summary

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Subject	English as a foreign language
Topic	Fashion
Age of students	16-18
Preparation time	2 hours
Teaching time	4 sessions of 50 minutes



Online teaching material	<p>Online tool for doing research on the topic: https://www.europeana.eu/en/ https://historiana.eu/learning-activity/The-development-of-clothing-and-fashion</p> <p>Online tool for surveys: Google Forms & SurveyMonkey</p> <p>Online tool for polls: Tricider</p> <p>Online tool for making groups: https://www.randomlists.com/team-generator</p> <p>Online tool for collaborative work: Padlet and Mentimeter</p> <p>Online tool for content revision: Baamboozle</p> <p>Videos: https://www.youtube.com/watch?v=prDS8EdsOUA 100 years of fashion in 100 seconds https://www.youtube.com/watch?v=ViNDmCX3DOW Fashion History</p>
Offline teaching material	<p>PCs/Laptops, overhead projector, screen, paper, sticky notes and pens</p>
Europeana resources used	<p>https://www.europeana.eu/en/exhibitions/past-to-present</p> <p>https://www.europeana.eu/en/blog/suits-designed-by-women-for-women</p> <p>https://www.europeana.eu/en/blog/stylish-sites-european-places-that-named-fashion-items</p> <p>https://www.europeana.eu/en/collections/topic/55-fashion</p> <p>https://www.europeana.eu/en/item/2048213/europeana_fashion_http_collections_vam_ac_uk_item_O2_93652</p>

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Integration into the curriculum

This Learning Scenario can be integrated into the Spanish curriculum in post-compulsory education (16-18 year-old students) since it helps to develop, reinforce and consolidate the key competences. It can greatly contribute in the following manner:

Competence in Linguistic Communication (CLC): many of the communication skills our students learn in the English classroom can be extrapolated, and will enhance their general communication skills, as well as opening up a whole new world in which to communicate. In this LS, students are both receivers and producers of the language and must adopt an active role since tasks are active as well.

Mathematical Competence and basic competences in Science and Technology (MCST): This enables students to interpret, solve and evaluate information in an objective and scientific way, helping them solve problems in their daily life and work. In this LS, tasks will encourage students to apply the mathematical modes of thought, such as logic, formulae, graphs and charts, as well as apply the scientific

method, that is drawing evidence-based conclusions and adopting a critical attitude.

Digital Competence (DC) enables students to access, use and process information obtained from the internet. It implies the creative, critical and safe use of ICTs in order to reach those objectives related to their learning, their employability, their active participation in society and leisure activities. In this LS, digital competence plays an important role since it is present in the whole scenario. Students will make use of a wide range of digital resources, such as Europeana website.

Social and Civic Competence (SCC) enables students to understand the rules, laws, customs and traditions of different countries acting with responsibility, tolerance and respect for different behaviors or beliefs. In this LS, the tasks will enable students to interpret fashion in different contexts and make decisions.

Competence in Cultural Awareness and Expression (CAAE). This enables students to understand and appreciate their own culture and artistic representations, as well as other cultures. This competence promotes the interest, acknowledgement and respect to different artistic manifestations and artistic patrimony. In this LS, students will value the richness of the cultural heritage of fashion through a wide range of activities.

Competence in Learning to Learn (CLL). This competence is especially important for lifelong learning and present throughout the teaching units of this scenario. In this LS, this competence is developed through self-reflection tasks in which the students think about what they have learnt at a personal and academic level.

Competence in Personal Autonomy and Entrepreneurship (CPAE). This competence is closely connected to the previous one. By encouraging learners to take an active part in the learning process, they will become more autonomous and confident about dealing with the situations that will encounter in their lives. In this LS, it is especially developed in group and pair work and in final presentations, as students become active and autonomous learners, taking their own decisions, being innovative and taking risks.

Therefore, as I have just developed, this LS contributes to a greater or lesser degree to the acquisition of the different key competences, and hence, it will contribute differently to each of the knowledge and skills that comprise them.

Aim of the lesson

This LS will help students to raise awareness of evolution and changes in fashion over time and they will learn to value and appreciate fashion heritage of their own culture as well as from other cultures.

Outcome of the lesson

At the end of the lesson, students will be able to discuss about changes in society related to fashion. Besides, in groups, they will be clothes manufacturers and they will create a clothes' brand with a logo and clothes that they will present to their mates simulating online shopping.

Trends

Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups.

Collaborative Learning: a strong focus on group work.

Student Centered Learning: students and their needs are at the centre of the learning process.

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

Assessment: the focus of assessments is shifting from "what you know" to "what you can do."

Game Based Learning & Gamification: learning is mixed with games or with game mechanisms.

21st century skills

As explained above in the Integration into the curriculum section, this LS contributes significantly to the development of key competences and/or 21st century skills in our students. Those specific skills are Learning and Innovation Skills, because students collaborate, have critical thinking, are creative and innovative; Information, Media and Technology Skills because students have to use ICT tools to research, organize, create and present their findings; and Life and Career Skills because students have to create a product, respect deadlines, collaborate with a team and know how to explain their ideas.

Activities (Class size: 24 students)

Name of activity	Procedure	Time
Session 1	Let's talk about Fashion!	

Name of activity	Procedure	Time
Warm-up	<p>The teacher displays the word 'fashion' on the screen and tells students to write a word that they link with it (when you see the word 'fashion', what comes to your mind?) using the online tool Mentimeter with their mobile phones. The teacher shares a code with the students, which takes them directly to an online board where they key their word. A mind map is created with all their answers (in case this is not possible, computers may be used instead, or they may use sticky notes).</p> <p>Then, the teacher elicits students' knowledge about fashion today and in the past by showing some pictures on the screen and asking some questions (i.e., what is trendy nowadays? do you usually wear ____? what did people use to wear in the 20s? etc.)</p>	15 min
Knowledge collection	<p>After the brief discussion arisen in the warm-up activity, the teacher will collect data about the specific knowledge of the students on the topic with the help of a survey (Google Forms). A link will be sent to the students, who will complete the survey using their mobile phones (in case this is not possible, computers may be used instead, or they may answer the survey in paper). This online tool allows you to have the answers gathered in graphics with percentages, very useful for pre-task activities like this one. A discussion is started after the results are shown to the whole class in the screen.</p>	15 min
Knowledge expansion	<p>Two short videos are shown for the students to expand their knowledge on the topic: (https://www.youtube.com/watch?v=prDS8EdsOUA 100 years of fashion in 100 seconds & https://www.youtube.com/watch?v=ViNDmCX3DOW Fashion History), together with a presentation using <i>Historiana</i> (https://historiana.eu/learning-activity/The-development-of-clothing-and-fashion)</p>	15 min
Working groups formation	<p>Students are told they will work in groups for the elaboration of the final task, which is introduced by the teacher. In this last activity of the lesson, they are divided in groups of four at random, using an online team generator (https://www.randomlists.com/team-generator).</p>	5 min
<p>Session 2 Let's be textile manufacturers!</p>		

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

Student feedback

As explained above, I will collect students' feedback in numerous ways, such as with Google Forms surveys (results with graphics and percentages) or Padlet's collaborative grading.

Teacher's remarks

As the facilitator of the experience in this LS, I will assess my performance with a self-assessment rubric. This will help me to identify the strengths and weaknesses of the lesson for future implementations and it will also allow me to critically reflect on my own teaching process (see Annex).

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

Scoring Rubric for Oral Presentations

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	

Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	

Scoring Rubric for Writing

TRAIT	0-1	2-3	4-5	6-7	Score
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Logic & Organization	Does not develop ideas cogently, uneven and ineffective overall organization, unclear introduction or conclusion	Develops and organizes ideas in paragraphs that are not necessarily connected. Some overall organization, but some ideas seem illogical and/or unrelated, unfocused introduction or conclusions	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.	
Language	Employs words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting	Word forms and sentence structures are adequate to convey basic meaning. Errors cause noticeable distraction	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively.	
Spelling and Grammar	Writing contains numerous errors in spelling and grammar which interfere with comprehension	Frequent errors in spelling and grammar distract the reader	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread	The writing is essential error-free in terms of spelling and grammar	
Development of Ideas	Most ideas unsupported, confusion between personal and external evidence, reasoning flawed	Presents ideas in general terms, support for ideas is inconsistent, some distinctions need clarification, reasoning unclear	Supports most ideas with effective examples, references, and details, makes key distinctions	Explores ideas vigorously, supports points fully using a balance of subjective and objective evidence, reasons effectively making useful distinctions	

Purpose	The purpose and focus of the writing are not clear to the reader	The writer's decisions about focus, organization, style, and content sometimes interfere with the purpose of the writing.	The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing.	The writer's decision about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the center of the piece	
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Teacher's self-assessment rubric

TEACHING SKILLS

1 (A) I CREATE AND MAINTAIN AN ATMOSPHERE FOR LEARNING.

I encourage pupils to express and examine their ideas, opinions, and values. I attempt to develop empathy among the members of the class.

I encourage a reasonable measure of humour in my classes.

I encourage students with praise and constructive criticism.

1 (B) I PROVIDE A MOTIVATIONAL ENVIRONMENT FOR MY STUDENTS.

I approach my lessons and the class with enthusiasm.

I am conscious that certain aspects of teacher performance such as drama and tonality of voice affect student motivation.

I make use of desirable digressions and discussions on topics of student interest and current events.

I encourage students to develop the attitude that a job worth doing is worth doing well.

1(C) I MAINTAIN A JUDICIOUS BALANCE BETWEEN TEACHER-CENTERED AND PUPIL-CENTERED ACTIVITIES.

I endeavour to involve every pupil in the activity of each class.

I avoid excessive "teacher-talk".

1 (D) I USE EFFECTIVE QUESTIONING TECHNIQUES.

I seldom have to interpret my questions or give additional information in order to elicit satisfactory responses.

The type of questions I ask require students to use a variety of cognitive processes in answering.

I use methods that effectively spread questions throughout the class.

I accept answers in such a way as to encourage further student participation.

1 (E) I USE TECHNIQUES THAT MAKE CLEAR THE PURPOSE AND CONTENT OF EACH LESSON.

I use summaries, reviews and overviews to ensure that students are able to place units in perspective.

I clearly emphasize the important points in a lesson.

I ensure that an adequate summary is made at the end of each class or unit of work.

5— excellent

4— very good; very effective in this part of my work.

3— good; an acceptable level of performance.

2 — fair; needs my attention; must update my performance in this part of my work.

1 — poor; dissatisfied with this part of my work.

TEACHING STRATEGIES

2 (A) I USE VARIED AND EFFECTIVE METHODS OF PRESENTATION APPROPRIATE TO THE LESSON CONTENT.

In planning my lessons, consideration is given to relating my strategy to the objectives of the lesson.

I make use of Socratic questioning, group discussions, laboratory techniques, panels, demonstrations, lectures, role playing, team teaching, independent study, debates and simulation games where suitable.

I use audio visual aids and illustrative materials where available and appropriate.

2 (B) I PROVIDE WRITTEN AND ORAL ASSIGNMENTS REQUIRING ANALYTICAL AND CRITICAL THINKING.

I recognize the necessity to individualize assignments.

I use assignment sheets and programmed learning materials when and where appropriate.

I use problem solving techniques where appropriate.

My assignments require students to comprehend ideas, apply these ideas, analyse, synthesize, and evaluate information rather than simply memorize and reproduce facts.

2 (C) I EVALUATE EFFECTIVELY, THEREBY IMPROVING BOTH TEACHING AND LEARNING.

I use student achievement as one measure of my teaching effectiveness. Tests are used for both diagnosis of student problems and evaluation of their progress.

The evaluation methods which I use place emphasis on the growth of the individual toward specific goals and objectives.

The results of evaluation are used to determine the suitability of my objectives in planning further instruction.

My testing procedures are constantly modified and improved.

At the end of the year, I give students an opportunity to evaluate the program by means of constructive criticism.

2 (D) I USE COMMUNITY RESOURCES TO ENRICH THE CLASSROOM PROGRAM.

I invite, as guests of the school, members of the community who have expertise and/or special experience.

I make use of the environment of the school or area to enrich the regular classroom program, always ensuring that the objectives of each field trip have been clearly formulated and are understood.

5 — excellent

4 — very good; very effective in this part of my work.

3 — good; an acceptable level of performance.

2 — fair; needs my attention; must update my performance in this part of my work.

1 — poor; dissatisfied with this part of my work.

CLASSROOM MANAGEMENT

3 (A) MY CLASSROOM PROCEDURES ARE DESIGNED TO DEVELOP A POSITIVE LEARNING ENVIRONMENT.

Each student is aware of the standards of behaviour I expect to be followed in my classroom.

I encourage each student to develop self-discipline.

My disciplinary procedures are based on respect for the rights of others.

I avoid destructive criticism, ridicule and sarcasm and minimize the use of fear as a motivator.

I set and maintain a high standard of decent and courteous language.

3 (B) I HAVE AN EFFECTIVE METHOD FOR DEALING WITH CLERICAL MATTERS.

In addition to procedures outlined by the school or department, I have developed effective methods for distributing instructional materials and for recording student attendance and marks.

I keep accurate records of administrative matters and am prompt in replying to office requests.

I use school equipment in such a way as to give full consideration to other staff members.

5 — excellent

4 — very good; very effective in this part of my work.

3 — good; an acceptable level of performance.

2 — fair; needs my attention; must update my performance in this part of my work.

1 — poor; dissatisfied with this part of my work.

(Rubric taken from <http://www.donpugh.com/Education/questionnaires/TEACHER'S%20SELF-EVALUATION.pdf>)