

Europeana Learning Scenario

Title

Sharing is caring: Let your migration story be heard

Author(s)

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Abstract

This learning scenario (LS) mainly focuses on raising students' awareness of migration and refugeeism through the process of exploring real-life migration stories cited in Europeana. Additionally, students self-reflect on their own existing migration stories or potential ones in the future as students-migrants and focus on the narratives about personal objects that connect them with their family, origin, past and culture. In order to develop mutual respect and solidarity in today's societies, students make solid arguments to promote the sharing of migration stories either by posting online either by physical presence during the Europeana Migration Collection Days. One of the main reasons for selecting the migration topic was that Greece and other European countries in the past have been and still continue to be countries of origin and/or host countries for migrants so it was intended the LS to focus on a global issue that has a great impact on our everyday lives. If not to follow the suggested course of activities, most of the activities can be implemented separately.

Keywords

Migration, Language subjects, Project-Based Learning, Blended Learning, Collaborative Learning

Table of summary

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Subject	Language (modern Greek and English), Literature, History, ICT, Social studies
Topic	Migration and refugeeism through personal stories. A call for sharing the latter on Europeana Migration Collection Days or online.
Age of students	14-15 years old
Preparation time	At least 3 hours are needed for the teacher to prepare the slides shown in each lesson with the introduction to the activities, the worksheets for each activity, the quiz for the 3rd activity, the self-assessment and peer-assessment rubrics and the lesson evaluation digital poll.
Teaching time	5 teaching sessions (45 min approx. duration each). More time is needed if the asynchronous tasks are completed in a synchronous mode. The first 2 lessons can be implemented consecutively. Most of the activities can be used not in the suggested order and independently.
Online teaching material	Picture of refugees https://historiana.eu/learning-activity/media-images-and-immigration What does it mean to be a refugee? - Benedetta Berti and Evelien Borgman



	<p>https://www.ted.com/talks/benedetta_berti_and_evelien_borgman_what_does_it_mean_to_be_a_refugee_feb_2018</p> <p>Mentimeter https://www.mentimeter.com/</p> <p>Google docs https://www.google.com/docs/about/</p> <p>Google slides https://www.google.com/slides/about/</p> <p>Google translate (if needed for a few unknown English terms or phrases) https://translate.google.gr/?hl=el</p> <p>Padlet https://padlet.com/</p> <p>Canva https://www.canva.com/el_gr/</p>
Offline teaching material	<p>devices (pc, laptop etc), internet connection, pen and paper if the students want to take some notes for their drafts</p>
Europeana resources used	<p>In this section full links are provided. In the activities section full links are replaced by the titles used in the initial sources</p> <p>Pictures of refugees and immigrants https://www.europeana.eu/en/item/2024907/photography_ProvidedCHO_Generalitat_de_Catalunya_Arxiu_Nacional_de_Catalunya_ANC_1_1_N_4805 https://www.europeana.eu/en/exhibitions/leaving-europe/nativism https://www.europeana.eu/en/exhibitions/people-on-the-move https://www.europeana.eu/en/exhibitions/people-on-the-move/faces-of-migration</p> <p>Explore migration stories from events in these cities https://www.europeana.eu/en/migration/explore-migration-stories-from-events-in-these-cities</p> <p>The selected stories https://www.europeana.eu/en/item/2084002/contributions_cddd3cd0_dc32_0136_4dbf_6eee0af4c6e7 https://www.europeana.eu/en/item/2084002/contributions_7b4e3c60_fb91_0136_6942_6eee0af54e3a https://www.europeana.eu/en/item/2084002/contributions_fdff7010_c708_0136_6921_6eee0af52bce https://www.europeana.eu/en/item/2084002/contributions_3ac761c0_0c27_0136_6466_167dbbf18ed0 https://www.europeana.eu/en/item/2084002/contributions_663dba90_56b1_0136_00c4_062af9a5c1bb</p> <p>Share your migration story https://contribute.europeana.eu/migration (the embedded on the same page video 's youtube link) https://contribute.europeana.eu/migration/new</p> <p>Everyday treasures</p>

<https://www.europeana.eu/el/galleries/everyday-treasures>

Europeana Migration Collection Days

<https://www.europeana.eu/en/europeana-migration-collection-days>

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Integration into the curriculum

The theme of migration is associated mainly with two subjects in the National Curriculum in Greece for junior high school as far as the 3rd grade (9th grade internationally) is concerned. It is linked to two units in Modern Greek Language teaching, i.e. the 3rd unit about racism, solidarity and tolerance and the 6th unit about universal values and NGOs. The other main subject is History since the Minor Asia war and the forced migration of populations are taught in the same grade.

Aim of the lesson

By the end of the lessons students are expected to

- distinguish between the terms immigrant and refugee.
- improve their language skills (reading, listening, speaking, writing) focusing mainly on a) analyzing monotropic and multimodal texts, b) producing creative writing narrative and descriptive texts, c) producing web brochures with solid reasoning on the requested topic.
- be more aware of the immigrants' and the refugees' hardships and efforts to adapt to the host country without forgetting their past, origin or family as depicted in their stories featuring favorite objects.
- put themselves in the shoes of an immigrant for studying purposes in the future in order to understand the diachronic nature of migration and refugeeism as a global issue and a part of the European and the Greek heritage as well.

Outcome of the lesson

Each group's members collaborate to plan, edit drafts and produce the following outcomes linked to the cited activities:

- a presentation of the assigned migration story (activity 4th)
- a creative writing essay, a personal story as students-migrants and their beloved object from home (activity 5th)
- a brochure with convincing arguments in favor of participating in sharing personal immigration stories during the Europeana Migration Collection Days or online (activity 6th)

Trends

Project-Based Learning, Collaborative Learning, Peer Learning, Assessment, Lifelong Learning, Learning materials, Open Source Learning

21st century skills

This LS aims to develop and improve students' following skills:

- Learning and innovation skills, i.e. all the 4C' s (Creativity, Critical Thinking, Collaboration, Communication) since students are engaged in plenty creative activities during the 5 lessons.
- Global Awareness of a national and global issue.
- Information, Media and Technology skills (manage, apply, use and create with media sources and digital technologies).
- Life and Career skills as preparation for after school life, i.e. Flexibility, Self-direction, Productivity, Social skills during group work for planning, producing and presenting the assigned tasks.

Activities

Name of activity	Procedure	Time
Lesson 1	The basics	1 teaching session
1st activity - Introduction	<p>The following pictures of refugees and economic migrants are used to introduce the topic of migration. A think-pair-share with the whole class activity based on the students' observations about the people presented in the photos and their possible reasons for relocating is the starting point.</p> <p>The photo from Historiana depicts refugees' arrival in the greek island Lesbos, so it is selected to link the topic to the present times and to Greece as a host country.</p> <p>Historiana Nativism [the 1st picture] People on the Move Faces of migration [the 1st picture] Fugitius a la carretera, a peu o a lloms d'ase, [durant l'evacuació de Cerro Muriano, al front de Còrdova]</p>	15 min
2nd activity - CC types	<p>Simultaneously, the issues concerning the use of creative commons licenses is addressed during this lesson with emphasis on copyright permissions and the 6 CCs.</p>	10 min
3rd activity - Defining key terms	<p>Students watch the video titled What does it mean to be a refugee? – by Benedetta Berti and Evelien Borgman.</p> <p>Afterwards, each student matches the key terms (migrants, refugees, internally displaced persons, Asylum seekers) with the given definitions on a quiz (with Mentimeter: Interactive presentation software) used to check understanding of key terms.</p>	15 min

Lesson 2

Case studies

1 teaching session

4th activity - Migrant stories: Case studies

Students are divided in groups of four. Every group reads the assigned migration story from [Explore migration stories from events in these cities](#) cited below and fills the chart with the information required. The chart and the story is shared online with the members of the same group on a worksheet with [Google Docs: Free Online Documents for Personal Use](#).

The five stories (one per each of the five groups) are the following:

[Το χαλί - The carpet](#)

[Οικογένεια Δαμύρη: από την Β.Ήπειρο στην Κέρκυρα](#)

[My grand-uncle's cycling medal Europeana Foundation](#)

[Brussels, the window of opportunities Europeana Foundation](#)

[My grandfather's ring Europeana Foundation](#)

The chart contains the following questions to be answered:

1. What is the object described?
2. Who did it initially belong to?
3. To whom does it belong now?
4. How did the latter get it?
5. Does the object have any special meaning and/or use? If yes, state so.
6. According to the definitions given in the previous lesson the initial owner and/or the current owner are migrants or refugees judging from the reasons stated for relocation? State for each person and define the countries mentioned (from, to), if any.

Then, every group assigns one or two of the members to present to the whole class a [Google Slides: Free Online Presentations for Personal Use](#) summary based on the chart.

Finally, students during peer assessment give feedback on the presentations, discuss aspects and details that they found intriguing in every story and conclude on the diachronic and global nature of migration.

45 min

Lesson 3

Share your immigration story online!

1 teaching session

5th activity - Get personal!

Students visit the page [Share your migration story](#) and watch the embedded video.

45 min

The next task is presented and the common worksheet is shared online with [Google Docs: Free Online Documents for Personal Use](#). In the given scenario each class member is a student who will go abroad to study for a few years. The five groups are invited to share their immigration-for-studying-purposes story online through one

	<p>object e.g. picture, personal item, family item, letter etc, that could have become part of the Europeana Migration Collection, if in a real-life experience.</p> <p>Before each group’s members collaborate to write an essay about their chosen object, they spend some time to explore the following</p> <ol style="list-style-type: none"> the info/elements on this template FOR NEW POSTS Share your migration story to make their presentation complete and to get familiar with the process of posting their real-life stories online in the near future, if any. some of the pictures and stories in Everyday treasures before deciding on their own item, since they can use a real one or an imaginary one. In both cases the reasoning for the selection has to be defined in the essay. <p>Students have the ground to express themselves in a real-life situation since some of them or their family members at some point may have experienced the life of refugees or migrants.</p> <p>Afterwards, the teams collaborate to write their drafts, edit and post their stories on Padlet: You are beautiful adding a photograph of the chosen photo (personal or one that can be used according to the CCs). The picture can be added from home if the object is real and has to be photographed to be published.</p> <p>The following final part is either a synchronous or an asynchronous peer assessment task given the set time limits of one teaching session. Each student reads individually the posts by the other four groups and comments on the ones he/she particularly likes giving positive feedback.</p>	
<p>Lesson 4</p>	<p>All for Europeana Migration Collection Days (1st part)</p>	<p>1 teaching session</p>
<p>6th activity – Brochure creation</p>	<p>Students visit the page Europeana Migration Collection Days and read about Europeana Migration Collection Days (What it is, the countries, the events, the process, the stories etc). They locate events in Greece and other countries.</p> <p>Then, the final task is presented and the common worksheet is shared online with Google Docs: Free Online Documents for Personal Use.</p> <p>The final product is a group asynchronous task, an one-page brochure using https://www.canva.com to promote the next event for the Europeana Migration Collection Days in Athens Greece, with arguments for participating in the sharing of personal migration stories either by being physically present or at least by online posting.</p>	<p>45 min</p>

	<p>In the remaining teaching time each group discusses their ideas and plans on their brochure (arguments, layout, picture to accompany the arguments etc) and get started on their drafts for the final products.</p>	
<p>Lesson 5</p>	<p>All for Europeana Migration Collection Days (2nd part)</p>	<p>1 teaching session</p>
<p>7th activity – Presentation, Assessment, Dissemination</p>	<p>Each team’s brochure is presented before the whole class by one or two group members. Discussion and feedback is provided by the students of the other teams as parts of the peer assessment and by the teacher as formative. Time is dedicated to modifications, if needed.</p> <p>Afterwards, all the brochures are published on the school’s official page for dissemination purposes.</p> <p>The final steps include the conclusion remarks to review the whole learning process and the outcomes.</p> <p>Assessment procedures (see below) and the students’ evaluation on the LS’ effectiveness are implemented asynchronously and individually with the use of Mentimeter or other online polling/ quiz tool.</p>	<p>40-45 min</p>

Assessment

Formative assessment is provided by the teacher throughout the whole five lessons. It is process-focused (as to the degree students follow instructions, meet the set deadlines, collaborate respectfully, deliver and present the assigned tasks). It is based on monitoring the students' collaborating and learning process and aims to help them improve their learning by providing feedback. Scaffolding by the teacher includes giving support, explanations and solutions, when needed.

Summative assessment on the effectiveness of the LS is focused on the learning outcomes at the very end and is done by the teacher.

Peer assessment is provided by the other students after each lesson and specific activity that includes presentation of each group's assignment before the whole class a) orally as positive feedback and comments on content/arguments, language, organisation/ coherence of the presentation, speaking skills/presentation style as part of a whole class discussion and b) in a written form on the same aspects individually when using Padlet.

During self-assessment after the end of lessons 2, 3 and 4 regarding the group activities each student reflects on his/her efforts in terms of a) improvement of knowledge, b) improvement of technical skills, c) teamwork (participation, communication, time management, taking initiatives, originality, adaptability), d) level of satisfaction on the learning outcomes. This kind of assessment is provided online, asynchronously and individually by the use of rubrics prepared by the teacher with a 5 point scale for ratings from excellent, good, ok, poor, awful.

Peer assessment between the members of the same group is provided by all the students individually and online for each other team member on the mentioned above aspects of teamwork using the rubric and the scale and with additional comments or explanations if needed.

At the end of lesson 1 each student's knowledge is assessed through a (match the 4 definitions up to the 4 terms) online quiz with Mentimeter.

After the end of the 5th and last lesson of the LS students provide feedback to the teacher on the effectiveness of the means, tasks and tools used online, asynchronously and individually as the final evaluation by answering open questions, i.e. to write a) three things they have learned during the lessons, b) two things they had found interesting and appealing, c) one thing they found difficult or just something they would like to work on a bit more to improve themselves in terms of knowledge or skills, d) one strong point of the LS, e) one weakness of the LS.

For the online assessments Mentimeter or other online polling/ quiz tool is used.

***** 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.

