Europeana Learning Scenario

(Teachers)

Title

Schools now and then

Author(s)

Kristina Jelošek

Abstract

Background

Schools are a big and very important part of students' lives. Every school is special in some way, in some ways all schools are similar. They are places for acquiring knowledge, but also a microcosmos of the communities in which they exist. Children acquire in schools not only academic knowledge, but also civic and democratic values. The pandemic context of education has also brought forth awareness of the importance of schools for the whole society and made students reflect about the positive aspects of school in their own lives.

Activities

In this learning scenario students develop their critical thinking skills, describe, compare and give opinion about schools today and in the past. They communicate with each other and with older generations, do research on Europeana platform, develop collaboration and communication skills. They make interviews with their grandparents about what was school like in their time. Thus, they become more respectful and appreciative of the older generation of their parents and grandparents. They make conclusions about changes that have happened and develop understanding and respect for the way of life of their grandparents.

Through different activities with digital applications students also develop their ICT skills and in the activity of making a collaborative e-book they can also show their creativity and their language skills. The activities encourage students to develop all language skills (reading, writing, listening and speaking) and digital competencies, but also to be creative, resourceful and independent.

By investigating images on Europeana, students reflect on how schools have been changing across cultures and time. They become aware of importance of school and education in the past and now. They compare, reflect and make their own conclusions about the changes that have happened.

Outcomes

As the learning outcome students present their interviews with their grandparents and have a class discussion about all they have learned about schools in the past and now. They can express their attitude towards school and talk about the importance of education.

school, education, interview ,social changes, digital presentation

Table of summary

Table of summary	
Subject	English as a foreign language, Civic education, ICT
Topic	Schools now and then
Age of students	13-14
Preparation time	45'
Teaching time	Three 45- minute lessons
Online teaching material	YouTube 1 YouTube 2 Kahoot Mentimeter Randomlists Padlet
Offline teaching material	Handouts: assessment rubric, listening comprehension task, list with QR codes
Europeana resources used	IMAGE 1 school in Kerala IMAGE 2 the school courtyard IMAGE 3 Divinity school, Oxford IMAGE 4 Chinese mission school IMAGE 5 Casimirschool gym IMAGE 6 Whitechappel, 19th century IMAGE 7 Grammarschool IMAGE 8 Professional school IMAGE 9 Schoolportrait IMAGE 10 group feeding programme IMAGE 11 State school Mildura IMAGE 12 Classroom IMAGE 13 Classportrait

	IMAGE 14 Mission school
	IMAGE 15 Grammar school
	IMAGE 16 Class photo

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Integration into the curriculum

The topic of school is a part of Croatian national curriculum from the beginning of learning English as a foreign language. The topic is expanded and broadened in every new stage of learning. When the students are in the seventh grade of primary school, students already have a wide range of vocabulary and we focus on critical thinking and expressing opinions about school and education. In the linguistic-communication domain they will develop their listening, reading, writing and speaking skils.

 Teaching students critical thinking skills is also an important part of the curriculum (Civic education) and they can practice these skills by communicating with each other and their grandparents, making comparisons and conclusions of their own and expressing their opinions.

Students also develop independence in language acquisition by actively listening and evaluating opinions and attitudes of others. Students also choose their sources of information, evaluate them and present them.

Aim of the lesson

To learn about schools in the past and schools in different countries.

To develop and improve all language skills (reading, writing, listening and speaking) as well as their collaborative and communication skills.

To develop their ICT skills by using different digital tools like: Mentimeter, Bookcreator, Kahoot, Padlet

Outcome of the lesson

At the end of the lesson students will be able to discuss changes that have happened in schools and education. They will present the findings they got from their research and interviews with their parents and grandparents and make a digital book about school in the past.

Trends

Flipped classroom

Collaborative learning: students focus on group work

Peer learning: through discussion students learn from each other

Cloud- based learning: data, tools, software is online and can be reached and modified from different devices

Teacher's role: the teacher acts as coordinator, supporting groups and individuals

BYOD: Bring your own device, mobile phones

Literacy competence: students will interpret facts and opinions about school both in oral and written form using visual, digital and audio material.

Multilingual competence: students will express their ideas, opinions, interpret concepts and feelings in foreign language (English).

Digital competence: critical use of digital technology for learning, communication, collaboration and creation of digital content.

Personal, social and learning to learn competence: effectively use time and information, work with others in a constructive way

Civic competence: understanding of social concepts and structures

Cultural awareness and expression competence: understanding and having respect for how ideas and meaning are expressed in different cultures.

Activities

Name of activity	Procedure	Time
Warm up	Students watch a video about Malala. Teacher asks them questions: Have you heard about Malala? What happened to her? Why was she shot? Was school important to Malala? https://youtu.be/48pFoAObv	10'
Brainstorming	On Mentimeter students answer the question: What is school for you? We discuss positive and negative comments. https://www.menti.com/9n3ug9dj4d	5'
Group making	Teacher divides students into groups using randomlists generator. https://www.randomlists.com/team-generator Every group gets one task: 1. Group: Describe school buildings 2. Group: Describe teachers and students (how they are dressed) 3 Group: Describe schools from other cultures/ continents 4. Group: Describe classrooms.	5'
Collaboration	Students scan QR codes which lead them to images on Europeana. Teacher gives some basic information about Europeana platform and about	20'

Name of activity	Procedure	Time
	copyright. They study the images, find images relevant to their group's task and write descriptions on a collaborative Padlet. https://padlet.com/tinajelosek/h3i0etekpvganntu	
Peer assessment	Students do self- assessment and peer- assessment by filling out a rubric. They discuss it with the teacher.	5'
Vocabulary revision	Students revise school vocabulary related to modern schools by doing a quiz on Kahoot. https://create.kahoot.it/share/school/357d8fe5-6114-4f92-bd1a-bc93be2a149a	10'
Watching a video	Students watch a video about what was school like in the time of their grandparents. https://www.youtube.com/watch?v=IUuJ4kQaOZM They do a listening comprehension task on a handout, filling in missing words from a text.	15'
Making questions	In already assigned groups students make a list of questions they would like to ask their grandparents about what was school like for them.	15'
Homework	For homework students should use the list of questions they made in groups and interview their grandparents. They get a link to Bookcreator and every student contributes 2 pages, one with the text and one with images.	5'
Presentation	Students present their e-book in the next class.	30'
Class discussion	Students discuss the changes that have happened in schooling, name some positive changes and if they think that some negative changes have also happened. They say if they would like to change something about school today. They describe in short their ideal school.	15'

Assessment

Students do self and peer assessment of their group work and work on the e-book (Annex 1 and Annex 3).

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

Student feedback

I would discuss the assessment rubrics with the students and ask them how they liked working with Europeana and if they had any difficulties.

Teacher's remarks

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 32 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 1: Self and peer- assessment of the group work:

CRITERIA	1 point	2 points	3 points
CONTRIBUTION	Every member of the group made a contribution.	Almost every member of the group made a contribution.	Only one or two members of the group actually worked on the task.
WORKING WITH OTHERS	All members listened to, shared with and supported each other's efforts.	Almost all members of the group listened to, shared with and supported each other's efforts.	Nobody listened to or shared with others.
TIME MANAGEMENT	The group did the task in time.	The group needed a minute or two more, but most of the task was done in given time.	The group didn't finish the task in the allotted time.
TOTAL			

8 – 9 🙂

6 – 7 😑

5 – 0 😞

Annex 2: Listening comprehension task:

SCHOOLS IN THE PAST VIDEO WORKSHEET

Listen to the video and insert the following words into the sentences:

100 / like / chores / projectors / fields / caffeteria / computers / slates / inkwells

There would be up to _____students in the classroom.

For writing the had _____ and _____.

Students today work with _____ and have overhead _____in their classrooms and they eat in a _____.

After school pupils were expected to work on the _____ and help their parents with the _____.

Teaching was almost military _____.

Annex 3: Self- assessment of the work on the e-book

	Yes	To some extent	No
The content of this lesson has been relevant to me and of interest to me.			
I have written an interview with my grandparents.			
I have contributed to the collaborative e-book.			
I have prepared for the presentation.			
I am satisfied with my work.			

Annex 4: QR codes leading to Europeana images:

EUROPEANA IMAGES

TASK: Scan and study the images, make notes and answer your group's question.

1. GROUP: Describe school buildings.
2. GROUP: Describe teachers and students (how they are dressed).
3. GROUP: Describe schools in other cultures/countries.
4. GROUP: Describe classrooms.

Image 1   Image 2   Image 3

Image 4   Image 5   Image 6

Image 7   Image 8   Image 9

Image 10 Image 11 Image 12

Image 13 Image 14 Image 15