

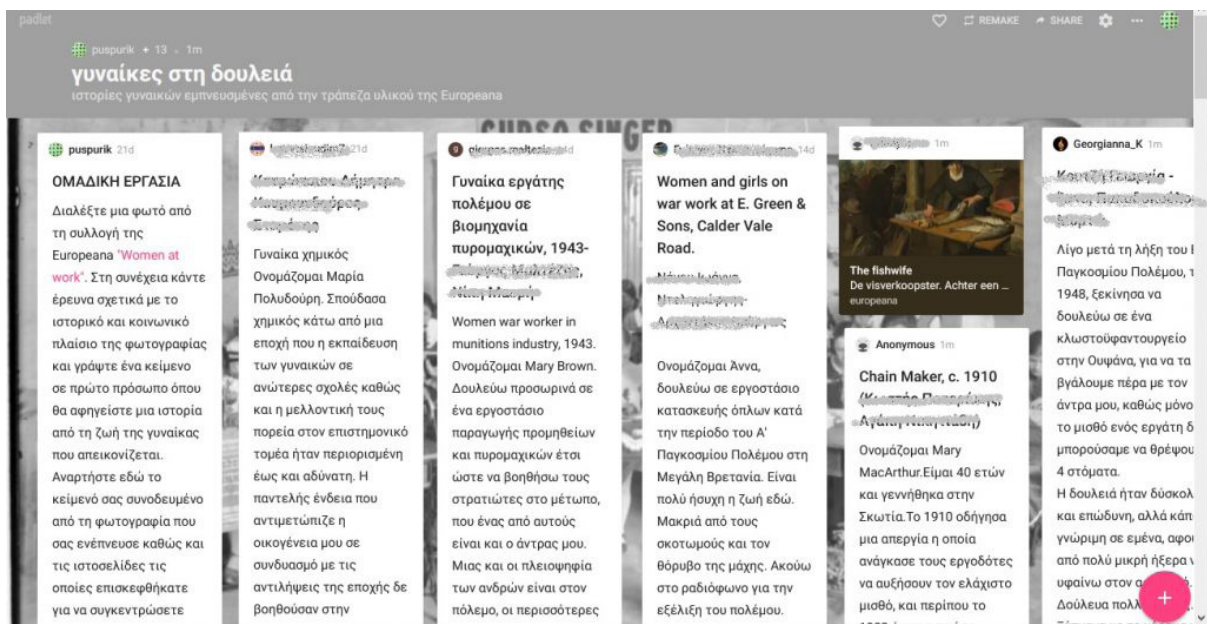


Students “read into” the pictures and gathered their remarks on the e-whiteboard. Students then compared the Pixabay [Women at Work](#) collection with the previous ones. We focused on one photo in particular, and the discussion that followed was very interesting. In the end, all agreed that in Europe, while many steps have been taken towards gender equality, there is still a lot to be done.



The students were divided over whether the picture above should be read as a depiction of gender equality at work or not.

Students were then assigned to groups of two in the Webex breakout rooms and wrote a first-person narrative based on a photo from the [Europeana](#) collection. They posted their work on Padlet and feedback was given to them in the comments section.



Various periods and jobs inspired students to create their fictional narratives. As homework, students added text balloons to the photo discussed earlier.





Students expressed in a creative way their opinions on the gender dynamic depicted in this photo.

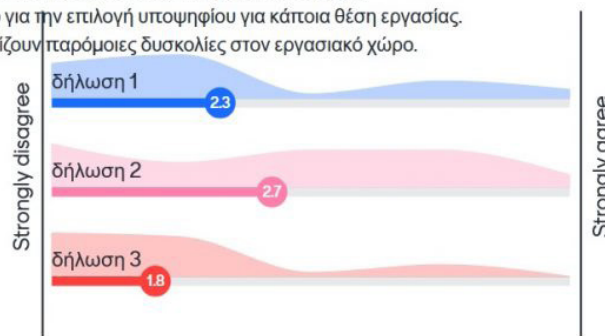
## TASK 2: STUDYING EUROPEAN POLICIES ON GENDER EQUALITY AND PRODUCING MULTIMODAL TEXTS

During our next session, students expressed their views on the gender dynamic in Greece today. Once we had gathered their answers on [Mentimeter](#), we discussed the views recorded.

### Συμφωνείτε ή διαφωνείτε με τις παρακάτω προτάσεις;

Mentimeter

- Υπάρχει πλήρης εργασιακή ισότητα μεταξύ ανδρών και γυναικών σήμερα.
- Το φύλο δεν αποτελεί κριτήριο για την επιλογή υποψηφίου για κάποια θέση εργασίας.
- Γυναίκες και άνδρες αντιμετωπίζουν παρόμοιες δυσκολίες στον εργασιακό χώρο.



Students seem to agree that there is a lot to be done to achieve gender equality in the field of work. Afterwards, divided into groups of three in the breakout rooms, the students studied online EU material on the action taken to promote gender equality ([here](#) and [here](#)). They created a leaflet brochure that was addressed to children of their own age group (12-15). You can see examples of the students' work [here](#).

## OUTCOMES AND EVALUATION

One of my initial concerns was whether all students would respond to the ICT requirements of theOne

of my initial concerns was whether all students would meet the ICT requirements of the LS. It turned out that one of the positive outcomes of online distance learning is that most, if not all, students have honed their ICT skills. Cloud-based learning was a great way to overcome problems related to the particular conditions of the lockdown.

We had a heated conversation concerning the existence or not of gender inequality in workplaces today and all were eager to express their opinion on the subject. The conversation raised their visual literacy and enhanced their ability to critically read visual texts.

Overall, the students showed genuine interest in studying the material provided and great engagement in the tasks assigned to them. They enhanced their communication and collaboration skills, working in teams throughout the implementation. Moreover, reframing what they had studied in a different text boosted their creativity.

So...

Did you find this story of implementation interesting? Why don't you read about the related learning scenario?

[Labour Marker and Women Through Centuries](#) by Anita Lasic