Europeana Learning Scenario

Title

MME-Migration Memories in Europe

Author(s)

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Summary

Table of summary	
Subject	*Higher Technician in Social Integration: Subject: Social and Labour Intervention*
Topic	*After having a look at https://www.europeana.eu/portal/ca/collections/migration/explore-migration-stories.htm, students have to collect different objects which are connected to their own migration stories or to other people's stories (users who meet in their internships positions) as pictures, family memories and personal objects from the countries they came from and make a digital map. Besides, they create a blog or website to disseminate and explain their life stories and be asked to share their migration stories on https://contribute.europeana.eu/migration/new*
Age of students	*18-20*
Preparation time	*1 Teachers meeting- Teachers involved agree the activities of the project*
Teaching time	*1 Session-Presentation of the project to students* *2 Sessions to prepare the digital map* *2 Sessions to create the blog and write the stories behind each personal object*
Online teaching material	*We will use the following online resources:* *-To edit the pictures of the objects : https://pixlr.com* *-To create a digital map:https://bubbl.us/ or http://popplet.com* *-To create the blog: https://wordpress.com/create-blog/ or https://www.weebly.com*
Offline teaching material	*No offline teaching material is required*
Europeana resources used	*Migration collections: https://www.europeana.eu/portal/ca/collections/migration/explore-migration-stories.html,* *https://www.europeana.eu/portal/en/search?q=europeana_collectionName%3A2084002%2A&view=grid* *Share your migration story: https://contribute.europeana.eu/migration/new*

Licenses

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Integration into the curriculum

Social and Labour Intervention- The project will allow students to achieve the following aims:
-Defines the areas of the social intervention, describing the features and needs of the collective integration them.
-Characterizes the services and programmes, relation them to the personal and social needs they meet.

Aim of the lesson

The objective of this project is to promote awareness of their own stories of migration which they are also part of the European history. Furthermore, they will be able to empathise with emotional distress migrants suffer in order to find the best social and labour programme for them.

Trends

Vocational Education, Project-Based Learning, Collaborative Learning

21st century skills

1. ***Learning Skills:*** *(Critical Thinking, Creativity, Collaboration and Communication). Students, in groups, have to collect all migration objects from their own families or NGOs users.*
2. ***Literacy Skills;*** *(Information, Media and Technology). Students have to create a digital map and blog or website.*
3. ***Life Skills:*** *(Flexibility, Leadership, Initiative, Productivity and Social). All the project will be a training platform to students professional area.*

Activities

Name of activity	Procedure	Time
00	Meeting with the teachers involved in the project	1h
01	Presentation of the project to students. They get some info from: https://www.europeana.eu/portal/en	1h
02	Students are organized in groups of 3 or 4 and they have to collect objects, Pictures and other personal objects from their own or from users of NGOs(internships). They create a digital map.	2h
03	Students create a blog or website where they publish the digital map and write some articles to explain the story behind each memory object. The same story can be published on https://contribute.europeana.eu/migration	2h

Assessment

	% final mark	7-10	4-7	0-4

Use of time and effort	20%	Student shows effort and strives for his/her best while working on the digital map and blog/web	Student shows some effort and strives for his/her best while working on the digital map and blog/web	Student shows little effort and strives for his/her best while working on the digital map and blog/web
Participation in learning	20%	He/She shares information or ideas when participating in his/her group. Cooperates with others and solves problems appropriately	He/She shares information or ideas when participating in his/her group some of the time. Cooperates with others and solves problems appropriately some of the time	He/She rarely shares information or ideas when participating in his/her groups. He/she rarely cooperates with others and solves problems appropriately
Technology deliverables	30%	His/Her digital map group has been delivered. He/She has contributed to create the Blog/Website	His/Her digital map group has been delivered. He/She has partially contributed to create the Blog/Web	His/Her digital map group has been delivered. He/She has not contributed to create the Blog/Web
Quality of work	30%	It is obvious the remarkable quality of his/her work(digital map and contributions to blog or website)	Student work has to be revised by his/her group mates(digital map and contributions to blog or website)	Student work is unusable by the project(digital map and contributions to blog or website)

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

Student feedback

First of all, students had a look at https://www.europeana.eu/portal/en. They shared orally their personal memories to all the group class. Some students told us other stories they know of people in whom migration is part of their own life story. There was a debate in class about the feelings of belonging in a country and how their own identity is built.

After that, students are organized in groups of four or five and create a digital map explaining the memories they have related to their cultural roots, either because they come from other countries or related to their parents or relatives with whom they are attached. We are Europeans from diverse backgrounds and Europeans with some ties to other countries. Each group made a digital map of memories from different countries. These memories are also shared with the whole group.https://view.genial.ly/5c6593505d0e4e575e051efc/migration-memories-in-europe

After finishing the digital maps, each group writes the family story that links him/her to other country. They focus on the traditions they preserve or have adopted from other countries in their family customs. The final products of the LS are compiled in the block: https://blocs.xtec.cat/migrationmemoriesineuropeeuropeanaes/

Students really liked to do this activity. It was a different way to *be aware of their own personal stories which are connected to our European history now. Besides, they realized that the feelings behind each personal story are the same. It does not matter the country where people came from or the country which they feel attached. Social and Labour Intervention should support migrants to feel included in our society, helping them to be resilient and overcome the shocks associated with migrating.*

The evaluation rubric is the guide to assess the activity. Students performed a self-assessment following the criteria established in this guideline. The teacher evaluated individually the work done by the students. The final evaluation of the activity is calculated from the average between the self-assessment note of the student and the score resulting from the teacher's assessment. The final result of the group is 70% of the students have obtained a grade between7-10, 25% have a grade between4-7 and 5% have a grade of 0-4.

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.