





Future Classroom Scenario

Title of the scenario:

#EuropeanaCafe4teens_Madame Curie

Names of author(s)

Europeana DSI 3 - Learning Scenario 2

Relevant Trend/s

Write the trend(s) or trends the Scenario is intended to respond to. e.g. <u>http://www.allourideas.org/trendiez/results</u>

STE(A)M Learning and historical background

Flipped learning (students are introduced to the learning material before going to the class, therefore leaving the time in the classroom to deepen understanding and solving doubts)

Collaborative Learning: a strong focus on Group work and Team roles (the role of the group leader but also the roles of the individual members of the group)

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

Mobile Learning: getting access to knowledge through smartphones

Learning materials: shift from textbooks to Europeana resources, Nobelprize.org and the American Institute of Physics exhibits

Visual Search & Learning

Edutainment: learning while having fun

Assessment: the focus of assessments shifting from 'what you know' to 'what you can do'

Learning Objectives, Skills and competencies









What are the main objectives?

What skills will the learner develop and demonstrate within the scenario? (e.g. 21st Century Skills).

Learning objectives:

- ✓ To explore the work and life of Marie Sklodowska-Curie and emphasize the influence of the immediate environment, her family, friends and co-workers on her success
- ✓ To inspire students to learn by using Europeana resources
- ✓ To create a new space for learning #EuropeanaCafe4teens (a real classroom rearranged and online space Twitter)
- ✓ To gain knowledge through reading as well as using media and technology
- To develop collaboration and communication through Team work and online Google Docs (sharing documents, presentations, drawings with other users to view online or download)
- ✓ To help learners build practical digital skills:

Students will develop Digital Literacy by using Augmented Reality (Aurasma), Mentimeter, preparing PPT presentations, compete in Kahoot.

Students will develop communication by using Twitter and Facebook, sharing the information via emails,

Students will develop creativity by creating art works, Canva posters and GIPHY animated gifs.

Learner's Role

What sort of activities will the learner be involved in?

Flipped Learning part of the scenario before the lesson:

In the first phase of the scenario a few students will be chosen as leaders helping the teacher to collect the educational material. They also will help prepare drawings, PPT presentations, Canva posters and animated gifs.

Practice during the lesson:

In the second phase, the four leaders will be responsible for their Task Stations (one leader for one station). They will be familiarizing the rest of the students with the tasks. All students will be able:

- ✓ to acquire the information related to Madame Curie and use this knowledge for a specific purpose
- ✓ to interpret, analyze historical events from that period referring to the achievements of Marie Curie, her husband and other scientists with whom the Polish scientist met



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Tools and Resources

What resources, particularly technologies, will be required?

Europeana Resources

<u>Link to dataset</u>

Nobelprize.org https://www.nobelprize.org/nobel_prizes/themes/physics/curie/ https://www.nobelprize.org/nobel_prizes/chemistry/ https://www.nobelprize.org/nobel_prizes/physics/

The American Institute of Physics exhibits <u>https://www.aip.org/</u> <u>https://history.aip.org/exhibits/curie/download.htm</u>

The hardware needed: two interactive whiteboards, ten computers (laptops), smartphones (BYOD).

A large wall periodic table.

Google Folder with dataset and supportive material https://drive.google.com/drive/folders/1ZB_okDmZ5SteY34Xn8G0gA2kmhSBW75b

Learning space

Where will the learning take place e.g. school classroom, local library, museum, outdoors, in an online space?

The learning will take place in the classroom arranged into a digital cafe, partly at home in an online space









Describe in max 10 sentences the main ideas of the scenario.

We look for role models, people that we can emulate and imitate because they help us find ourselves in the world. It is natural and great.

#EuropeanaCafe4teens

#EuropeanaCafe4teens – it can be a series of educational classes related to role models for teenagers. So what would be better than motivation based on a real story of a noble scientist who had to overcome many difficulties in order to succeed. Such kind of lessons help to acquire different types of knowledge and skills, shape our students' personalities while maintaining freedom of choice.

#EuropeanaCafe4teens_Madame Curie can be the first lesson, the first meeting with a role model from the past in the classroom arranged into a digital cafe with some art works. Madame Curie, who got two Nobel Prizes, is a priceless authority for students from all over the world. Based on the selected Europeana resources, Ss¹ work on the life and work of Maria Sklodowska Curie in four different aspects: Family, Science, History and Art, with particular emphasis on the influence of other people on the life of the Nobel Prize winner and on her scientific achievements.

The teacher chooses a few students who work remotely from home (Flipped Learning – for one month period before #EuropeanaCafe4teens classes).The chosen learners as leaders help their teacher to collect the educational material. They also prepare the first drawings, two PPT presentations, Canva posters and animated gifs under the supervision of the teacher.

When everything is ready – it's **PoRa** for **#EuropeanaCafe4teens** at school. **PoRa** = means **time** in Polish, also the symbols of two elements discovered by Curies. A few days before the lesson, all students get links to the online resources (Europeana, Nobelprize.org, the American Institute of Physics exhibits) and read the selected information.

In the classroom, during the lesson all learners work cooperatively. Everyone has decision-making power and is expected to engage in decision-making.

Warm-up activity /Po and Ra

The teacher begins classes using a large periodic table of elements and Augmented Reality

1* Ss:Students



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technology, Aurasma application on a mobile phone in order to find the elements discovered by Madame Curie. Po and Ra will be easily found in the system. The figures of Marie Curie, her husband and one more scientist appear on the screen of the mobile phone after zooming into Po or Ra. The teacher explains what it means and why and also asks three questions using Mentimeter. Ss use their mobiles.

Then Ss will be divided into groups of 4-5. Four leaders take responsibility for the stations.

There are four Task Stations. Ss visit the Task Stations in turns (change: every 15 min).

FAMILY STATION

Show the slides. Let your learners see the slides and read the information. They get to know the family of Madame Curie on the basis of a presentation. Reading and working with the PPT for students (up to 15 minutes). Make copies of the PPT (if they need paper version) and distribute. Then, ask Ss to answer the questions. Then, they compete in Kahoot and compare the results.

Ss change the task station.

SCIENCE STATION

Ss researchers from the group investigate the impact of Maria Sklodowska's achievements on the scientific community, the participation of the Nobel Prize winner at the Solvey conferences, her meetings with other scientists, their cooperation and friendship. They search online resources for specific information according to the thematic scope in order to answer the Google questionnaire.

Ss change the task station.

HISTORY STATION

Show the slides. Let your learners see the slides and read the information. They learn about historical events, which influenced Madame Curie, shaped her emotional attitude to Poland and France based on a presentation. Reading and working with the PPT for students (up to 15 minutes). Make copies of the PPT (if they need paper version) and distribute. Then, ask your Ss to answer the questions. They scan QR codes to find hidden questions. Ss have to answer the questions before they leave the station.

Students change the task station.

ART STATION

On the basis of Europeana resources and famous quotes, Ss prepare a gif or a Canva poster.

Let Ss decide which pictures are the best for gif making and why. Ss choose three the most



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interesting ones. OR: Let them choose the best quote for a poster. They start to discuss in a group. After that, they make a gif or a poster.

Ss change the task station.

Discussion and conclusions (15 minutes). All students stay together.

Organise a discussion about four Task Stations. Conclude by summarising what you and the class have done, and what they have understood and what they have not understood. Let students ask questions. Try to answer them.

Learning Activities

Add the link to the Learning Activities created with Learning Designer (http://learningdesigner.org)

https://v.gd/Tydviz

This Future Classroom Scenario has been developed as part of the Europeana DSI-3 project.

