

# Europeana Learning Scenario

## Title

Migration Socratic Seminar

## Author(s)

Ivana Štiglec

## Summary

### Table of summary

<b>Subject</b>	English(EFL)
<b>Topic</b>	Migration
<b>Age of students</b>	17-18
<b>Preparation time</b>	30 minutes
<b>Teaching time</b>	Three 45-minute lessons
<b>Online teaching material</b>	Wizer interactive worksheet <a href="https://app.wizer.me/preview/DISG5S">https://app.wizer.me/preview/DISG5S</a> Europeana Migration Collection-People on the Move Europeana Migration Stories Youtube video <a href="https://www.youtube.com/watch?v=l2E0GJycW0c">https://www.youtube.com/watch?v=l2E0GJycW0c</a> Infographics <a href="https://refugeesmigrants.un.org/infographics">https://refugeesmigrants.un.org/infographics</a> <a href="http://en.linoit.com/">http://en.linoit.com/</a> <a href="https://www.talkwall.net/">https://www.talkwall.net/</a>
<b>Offline teaching material</b>	Self-assessment rubrics Peer assessment rubrics Student handouts
<b>Europeana resources used</b>	<b>Europeana Migration Collection-People on the Move</b> <a href="https://www.europeana.eu/portal/en/exhibitions/people-on-the-move#ve-anchor-intro_14887-js">https://www.europeana.eu/portal/en/exhibitions/people-on-the-move#ve-anchor-intro_14887-js</a>  <b>Europeana Migration Stories</b> <a href="https://www.europeana.eu/portal/hr/record/2084002/contributions_f286e830_4ee5_0136_b369_5e058c71de72.html?q=europeana_collectionName%3A2084002%2A">https://www.europeana.eu/portal/hr/record/2084002/contributions_f286e830_4ee5_0136_b369_5e058c71de72.html?q=europeana_collectionName%3A2084002%2A</a>  <a href="https://www.europeana.eu/portal/hr/record/2084002/contributions_ec5d1170_0a7a_0136_f3e4_12536e5d361d.html?q=europeana_collectionName%3A2084002%2A">https://www.europeana.eu/portal/hr/record/2084002/contributions_ec5d1170_0a7a_0136_f3e4_12536e5d361d.html?q=europeana_collectionName%3A2084002%2A</a>  <a href="https://www.europeana.eu/portal/hr/record/2084002/contributions_d8502780_8529_0136_ec23_6eee0af4fed7.html?q=europeana_collectionName%3A2084002%2A">https://www.europeana.eu/portal/hr/record/2084002/contributions_d8502780_8529_0136_ec23_6eee0af4fed7.html?q=europeana_collectionName%3A2084002%2A</a>  <a href="https://www.europeana.eu/portal/en/record/2084002/contributions_fab04b90_4ee7_0136_c8a4_1e283de4caa5.html?q=europeana_collectionName%3A2084002%2A#dcId=1544029295736&amp;p=2">https://www.europeana.eu/portal/en/record/2084002/contributions_fab04b90_4ee7_0136_c8a4_1e283de4caa5.html?q=europeana_collectionName%3A2084002%2A#dcId=1544029295736&amp;p=2</a>



[https://www.europeana.eu/portal/en/record/2084002/contributions\\_7d565890\\_9a18\\_0136\\_2b53\\_6eee\\_0af655b0.html?q=europeana\\_collectionName%3A2084002%2A#dclid=1544029295736&p=3](https://www.europeana.eu/portal/en/record/2084002/contributions_7d565890_9a18_0136_2b53_6eee_0af655b0.html?q=europeana_collectionName%3A2084002%2A#dclid=1544029295736&p=3)

[https://www.europeana.eu/portal/en/record/2084002/contributions\\_b4898c50\\_b055\\_0136\\_bb6b\\_6eee\\_0af76c39.html?q=europeana\\_collectionName%3A2084002%2A#dclid=1544029295736&p=4](https://www.europeana.eu/portal/en/record/2084002/contributions_b4898c50_b055_0136_bb6b_6eee_0af76c39.html?q=europeana_collectionName%3A2084002%2A#dclid=1544029295736&p=4)

## Licenses

**Attribution ShareAlike CC BY-SA.**

## Integration into the curriculum

In the EFL curriculum one of the units with the 3<sup>rd</sup> graders (17 year old students) is “*Taking a stand*” where they deal with politics, express agreement and disagreement and write a pro and contra essay. Therefore the topic of migration and the method of Socratic Seminar fits in perfectly, because the students practice and develop all four language skills through it.

## Aim of the lesson

Students prepare and lead a student-centered discussion.

Students develop all language skills (reading, listening, speaking, writing).

Students develop their critical thinking skills.

## Trends

**Student-centered learning** – the seminar is led by students, teacher is in a facilitator role;

**Peer learning** - through the discussion students learn from each other;

**Flipped classroom** - students prepare for the seminar at home using the multimedia sources provided by the teacher and during classroom time they dig deeper into the topic.

## 21<sup>st</sup> century skills

21<sup>st</sup> century skills are taught in this scenario in the context of the core academic subject and that is English as a foreign language. The whole learning scenario enhances students’ critical thinking skills, good communication skills, good collaboration skills, global awareness, ICT literacy, adaptability, initiative, leadership and responsibility.

## Activities

Name of activity	Procedure	Time
<b>1. PREPARATION FOR THE SOCRATIC SEMINAR</b>	Wizer.me interactive worksheet: <a href="https://app.wizer.me/preview/DISG5S">https://app.wizer.me/preview/DISG5S</a>	45'
<b>Introduction</b>	Students are introduced to the topic of migration through a Europeana video ( <a href="https://www.youtube.com/watch?v=I2E0GJycW0c">https://www.youtube.com/watch?v=I2E0GJycW0c</a> ). They think about migration stories from their own life (friends, relatives) and report back to the class.	5'
<b>Europeana migration stories</b>	<p>Students are divided in groups of three. Each group gets one migration story in order to find out the different reasons for migration. Groups read their stories. Each group finds the reason for migration in their story, they report and compare. Each group writes the reasons for migration on a Linoit board.</p> <p><b>6 migration stories (6 groups):</b></p> <p><a href="https://www.europeana.eu/portal/hr/record/2084002/contributions_f286e830_4ee5_0136_b369_5e058c71de72.html?q=europeana_collectionName%3A2084002%2A">https://www.europeana.eu/portal/hr/record/2084002/contributions_f286e830_4ee5_0136_b369_5e058c71de72.html?q=europeana_collectionName%3A2084002%2A</a></p> <p><a href="https://www.europeana.eu/portal/hr/record/2084002/contributions_ec5d1170_0a7a_0136_f3e4_12536e5d361d.html?q=europeana_collectionName%3A2084002%2A">https://www.europeana.eu/portal/hr/record/2084002/contributions_ec5d1170_0a7a_0136_f3e4_12536e5d361d.html?q=europeana_collectionName%3A2084002%2A</a></p> <p><a href="https://www.europeana.eu/portal/hr/record/2084002/contributions_d8502780_8529_0136_e23_6eee0af4fed7.html?q=europeana_collectionName%3A2084002%2A">https://www.europeana.eu/portal/hr/record/2084002/contributions_d8502780_8529_0136_e23_6eee0af4fed7.html?q=europeana_collectionName%3A2084002%2A</a></p> <p><a href="https://www.europeana.eu/portal/en/record/2084002/contributions_fab04b90_4ee7_0136_c8a4_1e283de4caa5.html?q=europeana_collectionName%3A2084002%2A#dclid=1544029295736&amp;p=2">https://www.europeana.eu/portal/en/record/2084002/contributions_fab04b90_4ee7_0136_c8a4_1e283de4caa5.html?q=europeana_collectionName%3A2084002%2A#dclid=1544029295736&amp;p=2</a></p> <p><a href="https://www.europeana.eu/portal/en/record/2084002/contributions_7d565890_9a18_0136_2b53_6eee0af655b0.html?q=europeana_collectionName%3A2084002%2A#dclid=1544029295736&amp;p=3">https://www.europeana.eu/portal/en/record/2084002/contributions_7d565890_9a18_0136_2b53_6eee0af655b0.html?q=europeana_collectionName%3A2084002%2A#dclid=1544029295736&amp;p=3</a></p> <p><a href="https://www.europeana.eu/portal/en/record/2084002/contributions_b4898c50_b055_0136_b6b_6eee0af76c39.html?q=europeana_collectionName%3A2084002%2A#dclid=1544029295736&amp;p=4">https://www.europeana.eu/portal/en/record/2084002/contributions_b4898c50_b055_0136_b6b_6eee0af76c39.html?q=europeana_collectionName%3A2084002%2A#dclid=1544029295736&amp;p=4</a></p>	10'
<b>Online chat</b>	Students work in pairs and imagine one of them is an immigrant who has arrived to live in another country and the other student is his/her relative. Through the web tool Talkwall they chat in pairs: a student who impersonates	15'

Name of activity	Procedure	Time
	<p>an immigrant chats to his/her relative about problems, obstacles, positive aspects in a new country.</p> <p>After the chat is over, the pairs read the chats of other students on the Talkwall and they continue adding to the Linoit board (obstacles, problems, positive aspects).</p>	
<b>Preparation for the seminar</b>	Students start preparing for the Socratic Seminar by getting familiar with Europeana Migration Collection. By reading through the texts they start preparing the questions for the seminar.	15'
<b>Homework</b>	The teacher gives students handouts (see Annex 1.) that they have to use to prepare for the seminar. At home students carefully read the texts from the Migration Collection, study other multimedia materials (video, infographics) and prepare questions for the discussion based on the materials they studied.	
<b>2. MIGRATION SOCRATIC SEMINAR</b>		70'
<b>Setting up the classroom</b>	<p>One part of the class is in an <b>inner circle speaking</b>, and the other part of the class is in an <b>outer circle observing</b>. In a classroom of 18, students are divided in groups of 3, with one speaker and two observers. 6 chairs are in an inner circle, and 12 chairs with desks form an outer circle.</p> <p><b>Each speaker has two observers, which creates groups of 3.</b> The groups should be set-up in a non-randomised way: based on the students' level of English, their strengths and personalities. <b>The roles (speaker, observer 1, observer 2) rotate during the discussion. Teacher's role is that of a facilitator,</b> (s)he watches the discussion and is silent. S(he) gives instructions during role-rotation.</p>	10'
<b>Socratic Seminar-discussion</b>	<p>Speakers sit in the inner circle and observers sit in outer circle right behind the speakers. Speakers take part in the discussion with other speakers, taking turns to share ideas based on the migration materials they studied.</p> <p>The <b>21st century skills observer</b> is responsible for observing the usage of these skills by their speaker (the way speaker communicates during discussion, their critical thinking skills, leadership and taking initiative).</p> <p>The <b>content observer</b> observes what is said during discussions by their speaker and other speakers, makes notes.</p> <p>The <b>Socratic Seminar</b> has three rounds so each person in a group takes each role once. Each round lasts for <b>15 minutes</b>. After speakers finish the discussion,</p>	45'

Name of activity	Procedure	Time
	observers tell them one thing they did well and one thing they could improve. Students change the roles.	
<b>Self-assessment</b>	Students do self-assessment based on a rubric prepared by the teacher.	10'
<b>Final evaluation</b>	Students reflect on the whole lesson on migration (conversation).  <b>Follow-up:</b> Students write a pro and contra essay on the topic of migration.	5'

**Assessment**

Students do peer assessment after each discussion round (based on their notes).

Students do self-assessment using the rubric prepared by the teacher.

Students reflect on the whole Migration Socratic Seminar through a conversation.

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

**Student feedback**

Conversation after the seminar.

See further details below in *Teacher's remarks* section.

**Teacher's remarks**

The Migration Socratic Seminar was a huge success both from the teacher's and students' point of view. The Socratic Seminar method was used for the first time and my biggest concern as a teacher was whether my students will prepare for the seminar properly. When we had a feedback session some students complained that they would have preferred more preparation time (because they had to study the whole Migration collection and prepare questions based on it and other sources), others said that because they had only one day for preparation, they prepared well. So, it is up to the teacher to decide how much time to give to the students for preparation.

What I liked most about the implemented scenario was the fact that I had 18 students actively talking and listening to each other for 45 minutes (for a language teacher the main goal is to have students talking in a foreign language), leading a discussion without a single teacher's interruption, referring to sources, asking deep questions, learning from each other, not the teacher. They were very nervous at the beginning of the discussion, but once they started everything ran smoothly, they continued talking even after the bell rang. In the end they were very proud of themselves and they told me: 'Teacher, we talked like grown-ups', and they asked whether they could do it again on another topic.

The biggest risk of implementation of such a method is students not preparing for the seminar so each teacher has to find a suitable motivation for their students (interesting topic, giving grades after the seminar, etc.). Another good thing is that through the combination of the topic of migration and the Socratic Seminar method, the teachers can really get to enhance students' 21<sup>st</sup> century skills - they develop their critical thinking (they analyse the sources, they evaluate the sources, they ask deep questions based on evidence, dig deep into the topic), they learn how to communicate effectively in the discussion, they take responsibility for their learning (if they don't prepare for the seminar they aren't able to participate), they take initiative during the discussion, they become leaders because the teacher is only the facilitator and students are in the centre, they collaborate during the discussion (they assess each other, tell each other what was good and what they need to improve).

### 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.

## Annex 1.

### MIGRATION SOCRATIC SEMINAR

Name: \_\_\_\_\_, Class: \_\_\_\_\_

Multimedia sources:

<https://www.europeana.eu/portal/en/exhibitions/people-on-the-move>

<https://www.youtube.com/watch?v=rHdfZBpiyIM>

<https://refugeesmigrants.un.org/infographics>

[https://www.europeana.eu/portal/en/search?locale=en&per\\_page=96&q=europeana\\_collectionName%3A2084002%2A&view=grid](https://www.europeana.eu/portal/en/search?locale=en&per_page=96&q=europeana_collectionName%3A2084002%2A&view=grid)

Question 1.	Sources and arguments
Question 2.	Sources and arguments
Question 3.	Sources and arguments
Question 4.	Sources and arguments

Extra questions	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

**Peer evaluation**

<b>CONTENT AND LANGUAGE OBSERVER</b> (what the speaker says, his/her ideas, referring to the sources, fluency, language structures)	<b>21ST CENTURY SKILLS OBSERVER</b> (communication with other speakers, adaptability, critical thinking, leadership, taking initiative)
Name of the observed student: _____	Name of the observed student: _____
General comments:	General comments:
One thing done well:	One thing done well:
One thing that should be improved:	One thing that should be improved:

**Self-assessment**

One thing I did well	
One thing I am not satisfied with	

I would give myself grade _____	Comment: