

Europeana DSI-2

Future Classroom Scenario

Title of the scenario:

Woman stereotypes

Names of author(s)

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Relevant Trend/s

Write the trend(s) or trends the Scenario is intended to respond to.

e.g. <http://www.allourideas.org/trendiez/results>

STUDENT CENTERED LEARNING: a move away from whole class teaching to pedagogies that place individual students' needs at the heart of learning.

COLLABORATIVE LEARNING: Less working alone and more time spent on group work

CLOUD BASED LEARNING: data, tools, software are all online and can be reached and modified from different devices. (Moodle Platform)

TEACHERS' ROLE: The teacher's role is more that of a mentor, supporting groups and individuals, in part thanks to technology saving time in lesson preparation and increasing

OPEN EDUCATIONAL RESOURCES: use of open educational resources increases, exploiting the interoperability of educational content and services whatever the device used

Maturity Level

What level of maturity is the scenario intended to achieve? Write the current situation on the left and describe the desired level on the right.

FROM: Current Maturity level	TO: Desired Maturity level
2 In spite of access to different ICT resources is provided in most school rooms only a small number of teachers use ICT in learning and teaching. There is awareness of the need to develop the digital competences of the educational staff and students, but the practice of the	3 The teachers develop their digital competences, digital content and begin introducing innovative teaching styles. The school participates in small projects focused on ICT. Care is taken to preserve the equipment. The school is active online, in terms of content presentation and communication.

professional development of digital competences is incipient	
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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).

Through the study of culture lead to less prejudice, develop empathy, critical thinking and reflection on students; Develop research skills and interrogative questioning, creativity, curiosity, oral and written communication, collaboration, ICT literacy; Civic, ethical, and social-justice literacy

Learner's Role

What sort of activities will the learner be involved in?

I should use school time to teach students how to find, interpret, and use information, rather than using most or all of the time to present it, so they will be involved on research and organization of data, reflection about what they learned and they must present/communicate/share the information with the group using ICT tools. They shall make the assessment of their work.

Tools and Resources

What resources, particularly technologies, will be required?

All the work must be born by using Europeana resources, so we must use computers, laptops, smartphones or tablets connected to internet. To organize the work students can use google drive and to share it, they can use tools like Padlet, and publish old PPT, or Emaze, Prezi, or another tool they choose. For doing assessment they can use Socrative, Mentimeter, Quizizz or Kahoot

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 at school classroom, school library, and in online space

Future Classroom Scenario Narrative



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

This scenario is built to secondary school (students with 17-18 years old)
Teacher will present the problem, how gender stereotypes conditioned women's role on society, and will invite students to understand them.
Students will discuss, in class group the problem even before the gathering of data, then they will make peer groups and will choose some of the approach angles to the problem.
Teacher suggests some links on <http://www.europeana.eu/portal/pt>, because main work is to search through the Europeana archives and other materials to find topics and media related to gender stereotypes and presents some of the tools students can use.
Teacher explains how assessment rubrics work and give some examples.
Students explore data and they share, on their mother language, what they are finding on a Padlet. https://padlet.com/dolores_brandao/8ij1n2nina04

The reflections and conclusions will be present to the class group using the presentation tools they choose
Students built assessment rubrics and they assess each other work

Learning Activities

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

<https://goo.gl/x7AFOV>

This Future Classroom Scenario has been developed as part of the Europeana DSI-2 project. Find more Future Classroom Scenarios in the Future Classroom Lab website (<http://fcl.eun.org/directory>) and learn how to create your own scenarios by using the Future Classroom Toolkit (<http://fcl.eun.org/toolkit>)

