Digital, Responsible Citizenship in a Connected World

IO6 – Workshop for Students

Implementation

prepared by **Rafina**

Project Title: Digital, Responsible Citizenship in a Connected World

Project Acronym: DRC

Project Number: 2017-1-CY01-KA201-026739

Self-Declaration by the Teacher/Facilitator Template

School: 1st Primary School of Rafina

Date: 31-5-2019

Teacher/Facilitator: Koutri Maria

Please complete the table as appropriate and necessary:

Type of Activities	No. of Students Present
Digital Literacy and Citizenship Lesson on Information and Data Literacy	
Digital Literacy and Citizenship Lesson on Communication and Collaboration	
Digital Literacy and Citizenship Lesson on Digital Content Creation	14
Digital Literacy and Citizenship Lesson on Safety	
Digital Literacy and Citizenship Lesson on Problem Solving	
Digital Citizenship App	
Total	

Declaration:

I hereby declare to the best of my knowledge that the information and details contained within is true and accurate and can be used as part of the verification process for the Implementation of the Digital Literacy and Citizenship Resources in my classroom.

Name: Koutri Maria

Signature: *Koutri Maria*

Date: 31-5-2019

School: 1st Primary School of Rafina

Grade/Year: C grade/year

Observation Template

Name of School: 1st Primary School of Rafina

Date: 31-5-2019

Duration of Workshop: 2 1 weeks
                                                    2

Subject of Workshop: Digital Content Creation
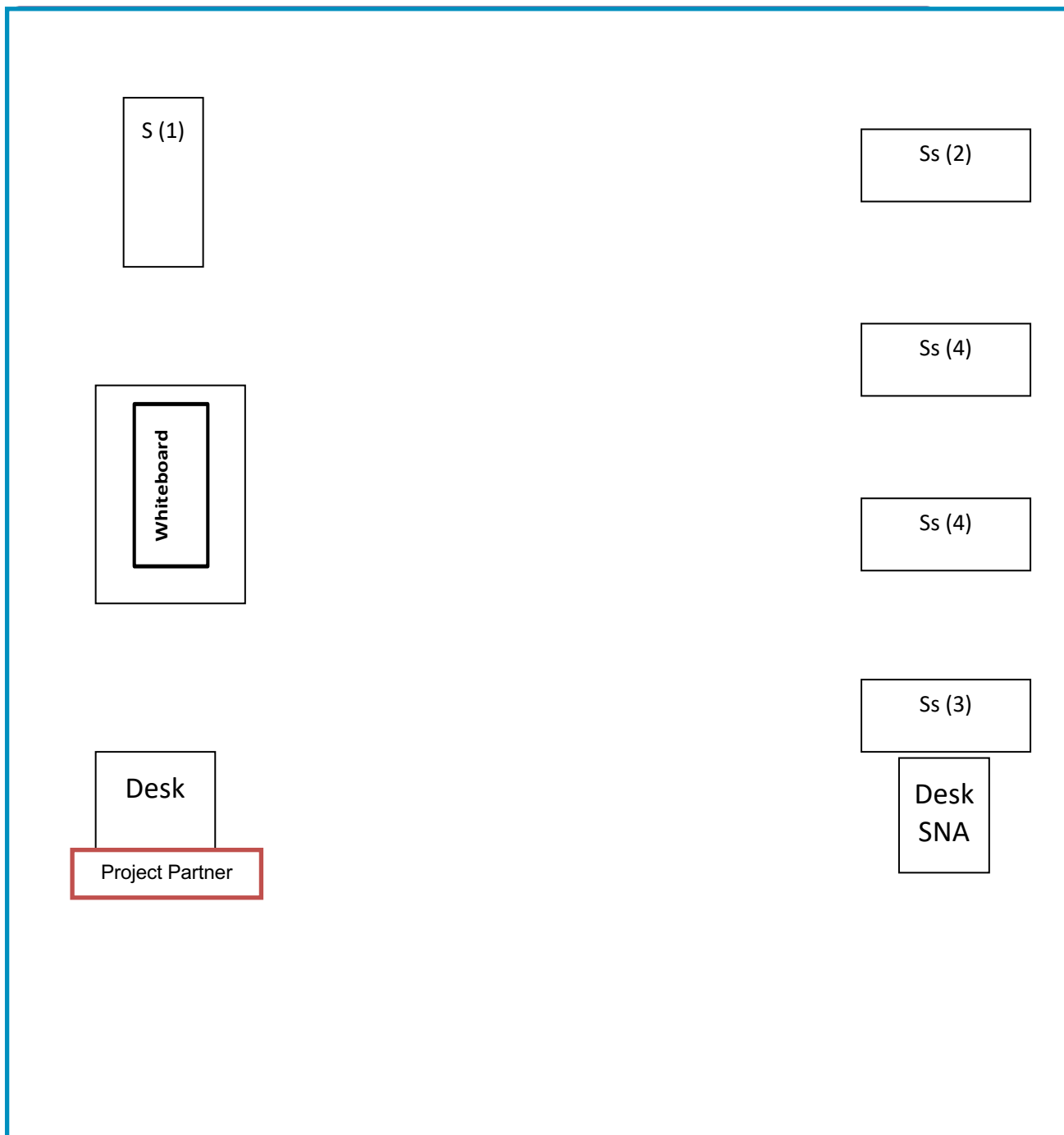
Starting time: 13-5-2019

Ending time: 31-5-2019

Name of Researcher/Project Partner: Koutri Maria

Number of students: 14 (Boys: 6, Girls: 8)

Class Year/Grade: C' (Third)

Outline of the Classroom:

S (1)

Ss (2)

Ss (4)

Whiteboard

Ss (4)

Ss (3)

Desk

Project Partner

Desk
SNA

Data (What happens and when?)	Interpretation/ Assumption/ Comments
10:00 – 10:30 Teacher says to pupils to remember and to narrate orally the myth of " Odysseus and Polyphemus ". Afterwards a pupil reads the poem " Ithaka ". Following a discussion about the deeper meaning of the poem. Teacher poses questions to students as follows: What means "Ithaka" for every human being? Some answers of students: It means his life's trip. A long excursion. The moments of suspense and happiness at the end reaching to the destination. Teacher makes the working groups.	In this particular time teacher find out that pupils are very quiet, join in every question of the teacher and collaborate in a high level each other. Working in groups seems to like them a lot. Each group has got a leader, who organize the other members of the team. He guides and helps them every time it is needed.
Next day: 8:15 – 09:40 Teacher enable his tablet, pupils their tablets (not all of them have got an own tablet). Afterwards teacher present a digital story of other pupils. Students have many questions about how it has been created and how will be their digital story finally, e.g. - How will be our digital story?	The truth is that the duration of the story creation was longer than the estimated calculation. Students also changed the first plan about the hero of the story, which decided to be not a child but twins. Writing in computer take them plenty of time, since they aren't used to this way of writing because they are still very young.

Digital Literacy and Citizenship Resources used in Workshop with Students: (Please tick)

- ❑   Digital Literacy and Citizenship Lesson on Information and Data Literacy
- ❑   Digital Literacy and Citizenship Lesson on Communication and Collaboration
- √   Digital Literacy and Citizenship Lesson on Digital Content Creation
- ❑   Digital Literacy and Citizenship Lesson on Safety
- ❑   Digital Literacy and Citizenship Lesson on Problem Solving
- ❑   Digital Citizenship App

Rating Scale: 5 = Strongly Agree, 1 = Strongly Disagree

Overall Feedback

The workshop was worth completing.	**5**	4	3	2	1
The workshop met my expectations.	**5**	4	3	2	1
The workshop was beneficial for students in my class.	**5**	4	3	2	1

Digital Literacy and Citizenship Resources

The objectives of using the resources were clearly communicated and met to my satisfaction.	5	**4**	3	2	1
The topics were well organised and easy to understand.	5	**4**	3	2	1
The topics were relevant to the primary school curriculum.	5	**4**	3	2	1
The level of difficulty of the resource was appropriate for my students.	5	**4**	3	2	1
I feel confident that I can use these resources in my teaching practice.	**5**	4	3	2	1
The resources will help to develop the digital literacy and citizenship of students in my class.	**5**	4	3	2	1

Digital Citizenship App

The Digital Citizenship App was easy to use and accessible.	5	**4**	3	2	1
The Digital Citizenship App is an effective tool for developing the digital literacy and citizenship of students.	5	**4**	3	2	1
The interface of the app is suitable for students.	5	**4**	3	2	1
The content of the app is appropriate for students.	5	**4**	3	2	1
I can use the Digital Citizenship App in my teaching practice to develop the digital literacy and citizenship of students in my class.	5	**4**	3	2	1

Resource Application

I will integrate the digital literacy and citizenship resources in my teaching practice.	**5**	4	3	2	1
The exercises in the lesson plans can be integrated into my classroom.	**5**	4	3	2	1
I will need access to additional IT equipment/Wi-Fi to use the resources in my teaching practice.	**5**	4	3	2	1
I will need additional training to use the resources in my teaching practice.	5	**4**	3	2	1
Workshop Impact					
This workshop has raised my awareness of digital literacy and citizenship.	5	**4**	3	2	1
This workshop has raised my awareness of how digital literacy and citizenship can be taught to young students.	5	**4**	3	2	1
This workshop will help me to support my students to develop their digital literacy.	5	**4**	3	2	1

Additional Questions

a. Where there topics you would have liked to have spent more or less time on? (Please circle)

YES   NO

If yes, please specify which topics:

_____

b. Where there other topics which were not included in the workshop content which you would have liked to have covered as part of this course? (Please circle)

YES   NO

If yes, list these topics:

_____

c. Where some of the activities included in the lesson plan difficult to use in the classroom? (Please circle)

YES   NO

If yes, list these topics:

There were difficulties in using students by themselves StoryJumper and Storyboard.

Also the translation of the story in Greek wasn't something easy for students.

d. Do you know of other activities and lessons that could be included in this workshop? (Please circle)

YES   NO

If yes, list these topics:

Another activity that could be included in this workshop could be the creation of a blog.

e. Additional Comments:

_____

_____

_____

DRC Testimonial Template

Testimonial Template for DRC

It is envisaged that short testimonials will be collected from students as part of the implementation of the Workshop for Students (IO6). Each partner should collect a minimum of one testimonial from each workshop delivered with children aged 6-12. Please use this template to collect your testimonial(s) from students.

DRC – Workshop with Students Testimonial

Country of Workshop	*Greece*
Class Year/Grade	*C'*
Age of Student	9 years old
Topic of Workshop	Digital content creation: "A modern Odysseus".
Testimonial from Student:	

> "
> S(a): I didn't expect that we could ever create a comic! (M)
>
> S(b): I liked the book in StoryJumper a lot, but I thought that
>   was included also our story (the text). (E)
>
> S(c): I have the faith that the book would have a different
>   wallpaper. (D)
>
> S(d): I have never seen something similar to this, meaning
>   the Storyboard. (G)
>
> S(e): It was an amazing experience!
>   I look forward to create the next comic! (A)
> "

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Annex 1: Workshop with Students Report Template

DRC Workshop with Students Implementation Report Template	
Country: *Greece*	Date: 31-5-2019
Partner Organisation: 1st Primary School of Rafina	Staff Member: Koutri Maria

Executive Summary *An executive summary should be provided summarising the main findings of the Workshop with Students.* *(300 words)*	Summarising the main findings of the Workshop with students, I mention the following data/information/notices: The time wasn't enough, so there was a time pressure, I was stressed out and transmit anxiety to my pupils. Sometime, when I felt much better and calm, everything went better. The students were very quiet, they collaborated excellent, the leader of each group was organizational and disciplined. Every time there was a disagreement or a problem, chief's group was giving the best solution and by using the dialogue, the difficulties were getting over. Students I have to admit that are not familiar with writing a text quickly, so it was a reason for waste of time. There were also disagreements about the decoration of the book, the colors and the background of the digital book.
Profile of schools and students *Snapshot of schools, size, type of school, numbers of teachers and students, demographics, current programmes to promote digital citizenship, etc.* *Demographics of students/classes where*	Most students in Greece attend public schools of all levels, for which there are no tuition fees, while less than 10% of the student population enrolls in private schools. *(source: Paideia-Ergasia.gr - for further resources see The Greek Educational System)* The 1st Primary School of Rafina is a school which is built near to the port, which is the second biggest port of Athens, the first is Piraeus. It is a school with twelve classrooms -two for every grade class-, a studying classroom for students with special needs, a

workshop took place - gender, age, etc. *(400 words)*	multi - use room, two rooms for teachers, one room for the principal of the school, a classroom of computer lab. Other spaces are: a lending library as also an aquaponics. There is a yard with trees and plants and a small playing field's basketball. Recently, in two walls of the building outside have be painted graffiti, which represent kids, who show their offering and giving occasioned the deadly fire in Mati, there were 102 dead people. The party for the school ending will have the subject as it has been described above (the giving/the offering) and the reason is that all teachers/educators want to be presented a simple and low party as a tribute to tragic deaths. The number of teacher is 33, while the number of pupils is 277. The school is partner in two Erasmus $^+$ programs, is very interested about robotic and practice it, a course where the school last year took the first place in a Panhellenic robotic contest. Talking about my class, I have fourteen pupils, eight girls and six boys, they are all of them born in 2010. One of the boys is a kid with special needs, more precisely he is an autistic boy and close to him there is a specific teacher. There are two students, a boy and a girl from Albania and a girl from Poland. The two Albanian students as also a new student, a boy from Greece, have got serious educational difficulties. The classroom is extremely small, its capacity is for sixteen persons. There is a whiteboard and there is an internet access. An important problem is the absence of projector. Generally, this classroom presents a lot of insufficiencies and has got shortages in main self-evident elements, which make up a normal and typical classroom all over the civilized world.
Description of the Workshop with Students *Which of the Digital Literacy and Citizenship Resources were used in the Workshop with Students?*	During the Workshop with students were used the following Digital Literacy and Citizenship Resources: - Tablets, although some students had got an own tablet or PC. - Internet connection.

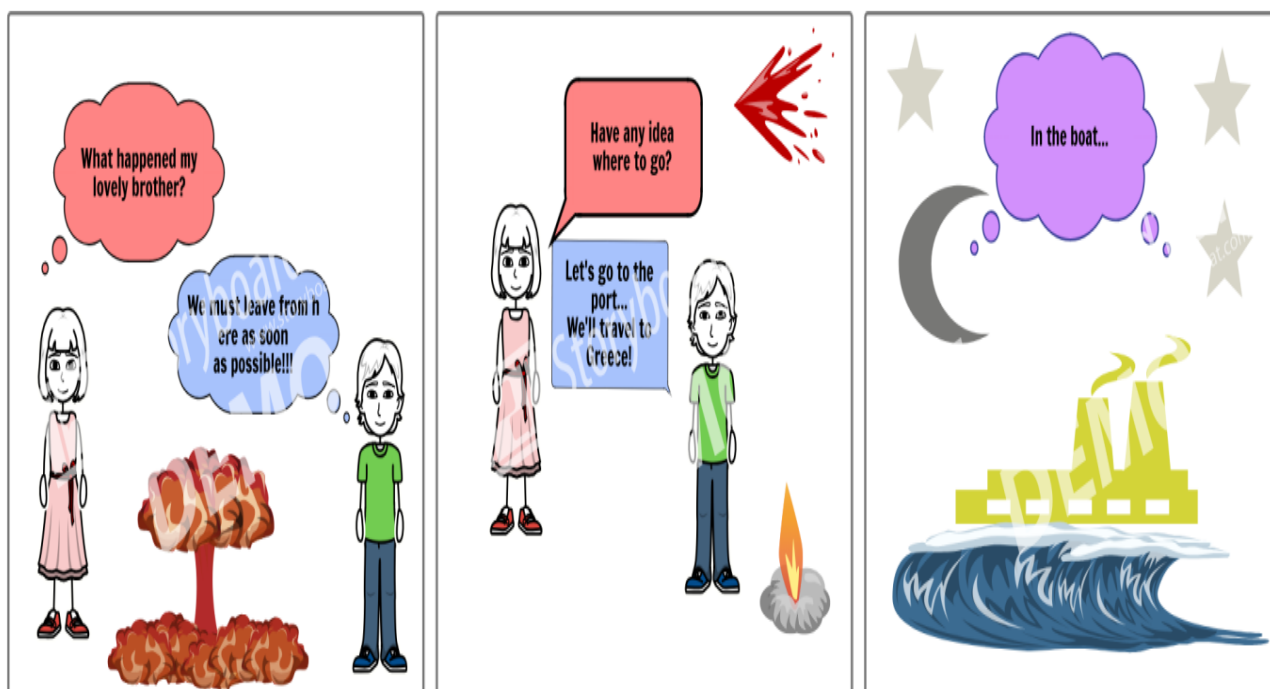| (200 words) | - Projector, even though in Lesson Plan was mentioned that we should visit the Computer Lab, every time it would be available, we didn't manage to use it. |
	- StoryJumper.
	- Storyboardthat.
Please explain the rationale behind choosing these Digital Literacy and Citizenship Resources for the Workshop with Students? *(200 words)*	The rationale behind choosing these Digital Literacy and Citizenship is described next: I decided that *Content creation* *(DigComp Competence Area)* and in particular *Developing digital content* is appropriate a lot for my students and like them very much. The benefits are many: - development of student's basic oral, - development of written and digital skills, - better and deeper content understanding, - feelings such as fulfilling, happiness, creativity are coming true, - more thorough approach to the migration issue, - improvement students digital literacy and communication skills, - enhancement of their creative thinking, - progress of students' prior knowledge. I consider that the Workshop with students offered unique opportunities for student learning. This workshop offered strategies to help advance all students' learning. There were more clear the abilities as also the weakness of some students in writing and composing initially a text and later a whole story, the problems in communication and collaboration between the members of the groups, especially when best students tried to impose their opinion. Of course the last mentioned above, got over and reformed with creative learning and with the recognition

	that the mistake, ever if it comes from the teacher, is a part of inquiry-based learning. Ending I have to admit that time pressure affected pupils and caused them stress.
Data Collection *Description of data collection activities; the material that was collected, i.e. observations, forms, testimonials, etc.* *(200 words)*	Regardless of the students' age or the class curriculum, I wanted to focus on one aspect of the curriculum such as vocabulary, writing and reading fluency, composing the chapters of the story, putting them in a logical continuing. Classroom activities have been receiving broad attention as active learning strategy, which provides students with hands-on experience to practice their communication skills. The use of StoryJumper and Storyboardthat was a new and unique experience for students and it seemed to their testimonials, although they had to face difficulties, especially during the creation of comics. Observing pupils working in classroom, I discovered that even they are very young, they have got a lot of capabilities and one of them is drawing. The most of groups preferred to draw the story and not to write it. Actually, as it was mentioned in testimonials, the fact that their text, which was long, could not finally be seen in the digital book and in digital comics, disappointed them. They wanted definitely to create with another way a presentation of their work. Dramatization of " A modern Odysseus " was student's idea and I found it extremely good and creative.
Findings *How were the Digital Literacy and Citizenship Resources actually used?*	The Digital Literacy and Citizenship Resources actually used as detailed below: - students developed their basic oral, - developed their written and digital skills, - understood the content, - felt happy, joy and imaginative, - improved digital literacy and communication skills, - enhanced their creative thinking, there were progress about students' prior knowledge, - they improved their digital literacy, - practice skills: research, writing, organization, technology, presentation, problem-solving, assessment.

Were the Digital Literacy and Citizenship Resources integrated into the curriculum or were they all used as extra-curricular resources?	The educational system in Greece is mainly characterized by its versatile character, which is ordained by the numerous laws and decrees of the Greek Ministry of Culture, Education and Religious Affairs. Over the years, the Ministry in question has made significant changes to the education system, most of which were mandated by the wish of each government to adopt recent scientific findings and acclaimed education models of other countries in the world.

So, in this context, the Digital Literacy and Citizenship Resources were absolutely integrated into the curriculum. |
| *What was successful in the Workshop with Students?* | The most successful thing in the Workshop with students I believe that was the result and the success of the great collaboration between the students and the teacher, as also the magnificent communication and the general atmosphere which dominated during the whole Workshop.

Students obtained and learnt a lot new knowledge, necessary to use it further more in school lessons later throughout their life in education.

A point which it worth mentioning is that students felt a little bit disappointed, because they expect that their digital story will include the text they had composed with attention as also their drawings. I have to admit that I felt the same, it was frustrating enough.

So, we decided that children's story should presented with the help of another tool and it was the Powerpoint.

Each group put his text in a different slide. Students had the whole diligence of the presentation (colors, background, pictures). This procedure liked kids a lot.

In short, students enjoyed the workshop very much, as it is obvious according to their testimonials (see below the C' class blog). |
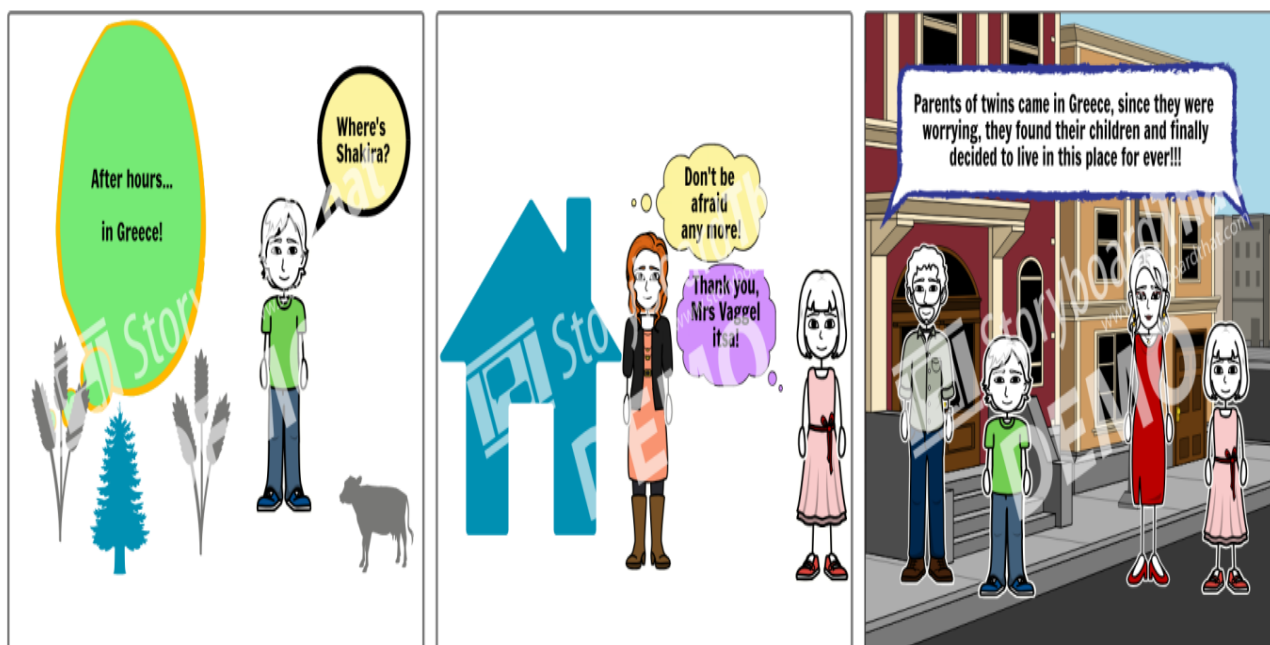| *What challenges did the teachers/ students face? And how were they overcome?*

(1000 words) | As it was expected, I should face challenges and obstacles which certain would appear during the whole workshop with the students. So, I had in my mind the following issues that concern:

a) best practices for time management,
b) communication and collaboration, |

c) preparing for challenges that may arise during the Workshop.

The main challenge I had to face was time management, although in my Lesson plan, in timeframe, I calculate longer than the normal time in which my students are able to work.

As has evolved, time was not enough, because pupils wrote their story and followed instructions not exactly in given time and as it is reasonable, I was stressed and said to students to hurry up.

When I recognize that it wasn't useful, but in opposite detrimental for students, since they lost more time like this way, I calmed and didn't press kids so much. I helped more them every time they needed me.

Then everything went much better, perfect I dare to say.

Groups were consisted by students with different educative level and it was something which had to be faced.

Better students had the obligation to help as much as possible "weak" students, especially in regard to handle teacher's instructions, where the use of computer was difficult for them.

Another important challenge for teacher mainly was the lack of basic material/resources, such as: projector, tablets, which have hot all students one own. The fundamental problem for teacher and students is the size of classroom, which is extremely small.

It was a fact for which we could not do something, so we should adapt our activities as better as it was possible.

I consider that set up students' expectations satisfactorily on the first and second day of Workshop, although I needed more time.

The matter of time was an important obstacle, which we had to handle and also we should exceed ourselves.

In general, we rise to the challenge and have to present a notable, authentic and commendable result.

For the end I have to add that students proposal about a dramatization of their story was a fantastic idea with challenge and came true later than the scheduled Workshop at the classroom, in fact two days later and the duration was one and a quarter pedagogy hours.

	(You can find the original story written in Greek by the little authors of C1 Class/Grade of the 1st Primary School of Rafina in the digital address of our blog, which is below in the next page).
Comments & Feedback *Recommendations for how the Toolkit Resources could be improved.* *Brief overview of:* ● *Teachers' views/feedback* ● *Students' views/feedback* *(300 words)*	Talking about feedback and education, it's important for students to know that they can feel protected and supported in their learning environment. Let them know that they are working with teacher together (Helen Keller: "Alone we can do so little, but together we can do so much"). Teacher is behoved to be constructive and encouraging, always speak from a standpoint of exploring what's possible. We should not ignore what went wrong-quite the opposite, in fact. The language but mainly the words we use in giving student feedback are very important. There are kinds of questions which are great when teacher wants to encourage brainstorming and engage higher-level thinking awareness. By asking guided questions, can learn more about where a student may be stuck or what he/she is interested in discovering in order to move forward (e.g.: "What do you think?" "What's another way we can approach this?"). In that way we can invite reflection and engagement, also a chance for every student to develop crucial independent thinking skills. If a student is struggling with understanding teacher's feedback, it's a perfect opportunity to use images or quick sketches that relate to what is discussing. When all I said before done in the classroom during the Workshop, I realized that my students were feeling much better about what they've done up to this point, and they were inspired to dive in again and make their assignment even better. With this in mind, it's a great time to check that students fully understand what we had discussed and ask if there is anything else that needs clarification. Then, I asked these kind of questions before the work resumes can be very helpful: -Does this all make sense to you? -Do you have any other questions or anything to add?

I believe that continue to inspire my students with positive and empowering feedback and try to develop daily unique learning approaches.

My opinion is that Toolkit Resources could be improved if are added supplementary Tools, such as:

a) https://www.blogger.com/

https://www.google.gr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwjelpWi98PiAhXyVRUIHYJ5B_oQFjAAegQIBhAC&url=https%3A%2F%2Fwww.blogger.com%2F&usg=AOvVaw2tlHhST9INzVdjUElme3Q

b) https://www.twinkl.co.uk/ (There are a lot of categories and looks a lot like storyboadthat).

C:\Users\maria\Documents\A modern Odysseus-powerpoint.pptx

https://www.storyjumper.com/book/index/65549395/5cc9e1b71c019

https://www.storyboardthat.com/storyboards/koutrima/--a-modern-odusseys---/edit

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