



Digital, Responsible Citizenship in a Connected World

# *IO6 – Workshop for Students Implementation*

prepared by **TAMAT**

**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

### Observation Template

**Name of School:** Secondary School of First Degree Gentile da Foligno

**Date:** from March 4<sup>th</sup> to May 20<sup>th</sup> 2019

**Duration of Workshop:** 30 hours (3 hours workshop, once a week)

**Subject of Workshop:** Learning in Connection

**Starting time:** 13.30

**Ending time:** 16.30

**Name of Researcher/Project Partner:** Tamat NGO

**Number of students:** 20 (Boys: 11, Girls: 9)

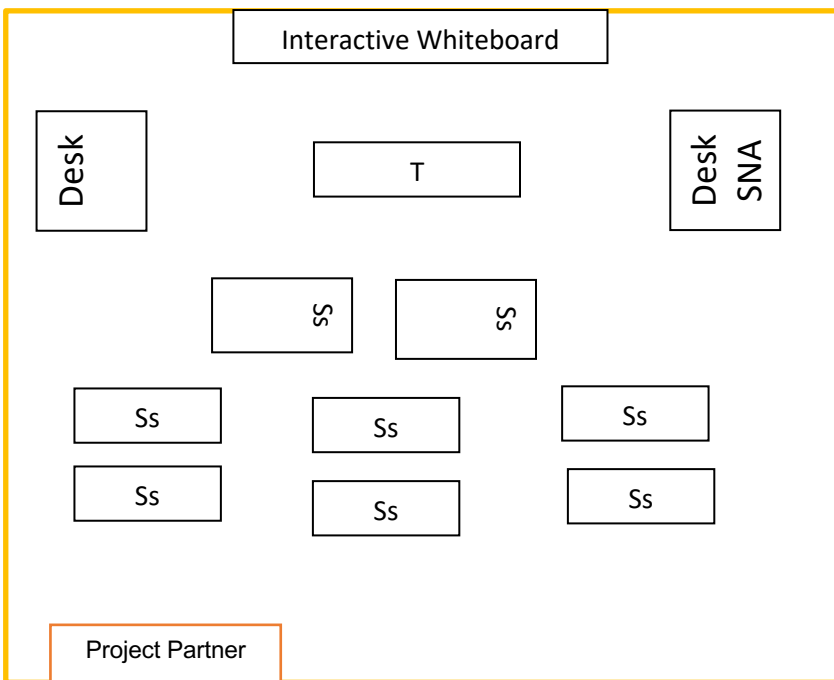
**Class Year/Grade:** 6<sup>th</sup>

**Outline of the Classroom:**

(Sample provided below)

Legend: Abbreviations	
<input type="checkbox"/>	Student – S
<input type="checkbox"/>	Students – Ss
<input type="checkbox"/>	Teacher – T
<input type="checkbox"/>	Special Needs Assistant – SNA (If present)
<input type="checkbox"/>	School Leader – SL (If present)

**Example:**



Outline of Classroom – Draw outline in space provided:

T
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Interactive Whiteboard
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Ss	Ss
Ss	Ss

Ss	Ss
Ss	Ss

Ss	Ss
Ss	Ss

Ss	Ss
Ss	Ss

Ss	Ss
Ss	Ss

Data (What happens and when?)	Interpretation/ Assumption/ Comments
<p><b>Record what happens every 10 minutes...example provided below</b>  <b>13:30 – 14:00</b>  Students are all well trained on the basic of storytelling and stop-motion techniques they have set up a stage properly lit with scene objects they have prepared - cut-out figures letters etc. The materials designed and applied are both digital and on paper  <b>Note down answers of Ss.</b></p> <p>Most answers deal with how to make each filmed sequence effective using stop-motion</p>	<p>Note that the observations were carried out in longer time slots as the collaborative approach to each task required longer time of <b>observation.</b></p> <p>The main topic “netiquette” with a particular attention to the social networks and hate speech, cyber bullying, identification of discriminatory messages and behaviour, safe browsing, privacy, web reputation, risk prevention and, more generally, the conscious use of technologies. The multiple levels of “netiquette” was crucial to get students interested in the work</p>
<p><b>14:00 - 14:45</b>  The work continues with setting up scenes and arranging the objects to be filmed while discussing on sequences</p> <p><b>Note down answers of Ss</b>  Students are kin to get the materials they have produced on the scene! No specific questions are asked at this stage of the observation</p>	<p>The complexity of the topics netiquette was quite challenging to translate in a simple and clear way for the stop-motion film. The use of mixed, analogue and digital materials and resources helped the process.</p>
<p><b>14:45 - 15:35</b>  The set-up and filming of sequences continues with groups of 4 students taking their turn</p> <p><b>Note down answers of Ss</b>  Many questions as the filming progresses on the function of social media “push and pull of data” data which kids give sometime fill in without being aware “<i>Data data data everywhere! But where does all data go?</i>”</p>	<p>It emerges the necessity of further analyses of all aspects relating to social media and web security. In a way, the breaking down of content for building each sequence emphasized this need among students...</p>

**15:35 - 16:35**

The set-up and filming of sequences continues with groups of 4 students taking their turn

**Note down answers of Ss**

n/a

## Teacher Evaluation for Digital Literacy and Citizenship Resources for (IO6) Workshops with Students

Date of Workshop: from 04/ 03/ 2019 to 20/05/2019

Location of Workshop with Students: IC Foligno 4

### 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.	X	4	3	2	1
The workshop met my expectations.	X	4	3	2	1
The workshop was beneficial for students in my class.	5	X	3	2	1

### Digital Literacy and Citizenship Resources

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

### Digital Citizenship App

The Digital Citizenship App was easy to use and accessible.	X	4	3	2	1
The Digital Citizenship App is an effective tool for developing the digital literacy and citizenship of students.	5	X	3	2	1
The interface of the app is suitable for students.	X	4	3	2	1
The content of the app is appropriate for students.	X	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	X	3	2	1

### Resource Application

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

Video making

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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?

\_\_\_\_\_

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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?

It is difficult to represent through a video the topics developed throughout the course, and this can penalize the process of understanding the technical contents and of structuration and creation of the product. Furthermore, the topics belong to the sphere of social issues, that such young students are not very familiar with and have difficulties to understand.

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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?

Creation of a short film on the topics of the workshop



**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

<b>Country of Workshop</b>	<b>Italy</b>
<b>Class Year/Grade</b>	<b>Students from various classes (6<sup>th</sup> grade)</b>
<b>Age of Student</b>	<b>11-12</b>
<b>Topic of Workshop</b>	<b>Digital Citizenship</b>

**Testimonial from Student:**

**“At the end of the course we had widened and improved our digital competences, in a collaborative and cooperative environment”**

**“The project resulted more interesting than what we expected, and I believe I acquired new competences that can be used in class”**

**“The methodology used was involving and we learnt in an active way”**

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## Annex 1: Workshop with Students Report Template

The Workshop with Students report template is provided here as part of the Implementation guidelines, so as to guide partners in terms of what the report should contain. The categories provided will serve as the main headings of the report to be prepared (as a separate coherent document) at the end of the implementation.

<b>DRC Workshop with Students Implementation Report Template</b>	
Country: Italy	Date: 13/05/19
Partner Organisation: Tamat NGO	Staff Member: Colomba Damiani
<p>Executive Summary</p> <p><i>An executive summary should be provided summarising the main findings of the Workshop with Students.</i></p> <p><i>(300 words)</i></p>	<p>The course was organized in 10 meetings of 3 hours each. During the initial meetings, the teachers introduced to the pupils the contents and topics that the course would be dealing with, and they gave theoretical information on the origins and history of the most important medias, and starting from the viewing of specific videos the issue of extreme use of cell phone in modern society were discussed. The teachers then proceeded to present the topics that would be analysed deeper throughout the lessons: critical, positive and aware use of the media and the internet, web rights, privacy and copyright, hate speech and cyberbullying, Netiquette. The students explored the concepts of work flux, pixel, frame, timeline, storyboard and Stop Motion technique. After analysing 15 rules for correct behaviour online, the students were divided into groups and were asked to outline a story to be represented through a storyboard, that graphically described the sequence of scenes to be elaborated to process the final short film.</p> <p>The main functions of video editing (transition effects, cutting, speeding up a scene, reverse, exportation) were explored, by using the Stop Motion Studio App and the OpenShot freeware software for editing the video sequences and coordinate them with the audio recordings and background music.</p>
<p>Profile of schools and students</p> <p><i>Snapshot of schools, size, type of school, numbers of teachers and students, demographics, current programmes to promote digital citizenship, etc.</i></p>	<p><u>Profile of the school</u></p> <p>The Secondary School of First Degree Gentile is part of the IC (Comprehensive Institute) 4 of Foligno, a city located in the Umbria region. The institute is administered by headmaster Giuseppa Zuccarini. The students are aged between 11 and 14 years. The total number of attending pupils is 582, distributed among 24 classes. The school has a vast experience in carrying out projects regarding responsible digital citizenship, digital content creation and coding.</p>

<p><i>Demographics of students/classes where workshop took place - gender, age, etc.</i></p> <p><i>(400 words)</i></p>	<p>Gentile da Foligno Secondary School has extensive experience in the field of digital education, having participated in projects, contests and events at national level. One of the many projects that can be mentioned in Penolope to Code, that combines programming with hands on activities such as embroidery, drawing, dancing and playing music, and is addressed not only to students aged 3 to 14, but also to their families and the teachers of primary and secondary school. The project was presented within the event #FuturaGenova2019, a week dedicated to understanding and enacting the Italian National Plan for a Digital School (Piano Nazionale Scuola Digitale).</p> <p><u>Profile of the students</u></p> <p>The first module involved students from 6<sup>th</sup> and 7<sup>th</sup> grade (secondary school of first grade), and it focused on topics of relevance of young adolescent students.</p> <p>The 20 pupils attending 75% of the lessons, who received a certificate of attendance, was a quite heterogeneous group: 11 boys and 9 girls, with various ITC backgrounds and different behaviours in class. Group work and the cooperative learning methodology favoured the active participation of each student.</p> <p>The students' attendance was averagely regular and the pupils participated to the activities with enthusiasm and curiosity, respecting the timeframe of the workshop. The relations among the students was very positive.</p>
<p>Description of the Workshop with Students</p> <p><i>Which of the Digital Literacy and Citizenship Resources were used in the Workshop with Students?</i></p> <p><i>(200 words)</i></p> <p><i>Please explain the rationale behind choosing these Digital Literacy and Citizenship Resources for the Workshop with Students?</i></p> <p><i>(200 words)</i></p>	<p>The curriculum is addressed to students of 11-12 years of age (6<sup>th</sup> grade, or 1<sup>st</sup> grade of secondary school in Italy). The aim is to engage the students and educate them to share content through the new media with the video storytelling tool so that, through the use of a young and captivating language, they are conducted on a path of identification with the other, while, at the same time, discovering and narrating them-selves. Thus, the development of positive messages such as "seeing the world through a new point of view", in order to learn and understand the limits and strengths of the other, appreciate the richness of diversity and comprehend the severity of the acts of bullying and / or discrimination.</p> <p>At the same time, the students learn the language of the new media, acquiring technical knowledge through the production of content through the video storytelling. In this way, the pupils can actively use this new knowledge as creators of content rich in meaning and shared values, rather than being passive receivers of messages often empty or morally harmful.</p> <p>The modules will be structured in the form of workshops, carried out in collaboration with, and for, students. During the implementation of the workshops, external experts will participate to farther deepen certain topics, in particular non-discrimination and cyberbullying. The</p>

collaborators will support the children in identifying the themes to be tackled and the stories to be proposed. Furthermore, technical experts in video storytelling and web communication will introduce the students to the knowledge of the tools useful to the production of videos for the web communication, and the final video stories conceived by the students will be shared online.

In a first phase, there will be the choice of the theme: the students take inspiration from the representation and image of them-selves, and from the perception of them-selves in the real world, with a particular attention to the social networks. In a second phase, the curriculum will approach the themes of hate speech, cyber bullying, identification of discriminatory messages and behaviour, safe browsing, privacy, web reputation, risk prevention and, more generally, the conscious use of technologies. Students, organized into groups, will choose a theme and with the experts' support will deepen it through Internet searches. Therefore, the students will be invited to reflect on the chosen theme, becoming the active protagonists of the workshop and creating a product, through collaboration and shared creation of content in digital environments. The output will be a self-produced video for each group, which will be broadcast through social networks such as Youtube and Facebook, respecting the rules on security and copyright. The workshop will ensure, the acquisition of practical skills and tools useful to design, create and disseminate online an audio-visual product (choice of the theme-structure of the storyboard-dialogues-recording-post-production etc.), thanks also to the support of the technicians. The above-mentioned skills will improve the ability of the student to express him/herself effectively within the wider public sphere, which is today increasingly characterized by digital interactions.

The assessment of the specific objectives will be implemented through systematic observation of the students during the different working sessions with process cards and analysis, evaluation and peer-review evaluation of the digital stories produced during the workshop.

<p>Data Collection</p> <p><i>Description of data collection activities; the material that was collected, i.e. observations, forms, testimonials, etc.</i></p> <p><i>(200 words)</i></p>	<p>The materials collected are both digital and on paper. Each student was able to participate to the activities carried out thanks to the notions received throughout the lessons, and, by working in groups, they could produce their own storyboard that was then transposed in a video by using smartphone apps and editing software open source. Therefore, the pupils developed practical skills useful to design, create and disseminate the audio-visual product online, as well as competences to effectively express themselves to the new media. The students shared their products on the Edmodo platform, used by the entire school.</p> <p>Edmodo is a free e-learning platform that allows to create learning environments where the students and the teachers work together and exchange information.</p> <p>The activities carried out throughout the project were documented by uploading the required materials on the platform dedicated to PON management.</p>
<p>Findings</p> <p><i>How were the Digital Literacy and Citizenship Resources actually used?</i></p> <p><i>Were the Digital Literacy and Citizenship Resources integrated into the curriculum or were they all used as extra-curricular resources?</i></p> <p><i>What was successful in the Workshop with Students?</i></p> <p><i>What challenges did the teachers/ students face? And how were they overcome?</i></p> <p><i>(1000 words)</i></p>	<p>The topics analysed throughout the workshop made the students aware of the correct use of the Web and of social networks, of the risks that can occur when using these, of the dangers of cyberbullying and its consequences, of how to identify discriminatory messages and behaviours, of safety online, of the differences between privacy and copyright and of risk prevention.</p> <p>The learning methodologies, that foresaw the use of technology (PCs, tablets and smartphones), produced a positive interest among the pupils, promoting everyone's involvement and motivation.</p> <p>The educational methodologies proposed had the objective of stimulating debate, and the frontal lessons on audio visual content creation were propaedeutic to the elaboration of the final products during the practical workshops.</p>
<p>Comments &amp; Feedback</p> <p><i>Recommendations for how the Toolkit</i></p>	<p>The only difficulties that emerged during the workshop were related to the complexity of the topics for such young students. Especially sixth graders were not aware of the functioning of social networks and of the risks associated to their use. It was therefore necessary to further analyse these aspects, as they had a very vague knowledge.</p>

*Resources could be improved.*

*Brief overview of:*

- *Teachers' views/feedback*
- *Students' views/feedback*

*(300 words)*