Citizen 3.0: Empowering students with digital literacy

Introduction

In the last few years, the world of education especially in the secondary level, is experiencing a revolution due to the impact that internet and electronic devices have had in our lives. Digital technology has had a huge impact in business, education and culture. As schools, we should ensure that our students understand and engage with digital skills, as it is vital for job creation, innovation, competitiveness and economic growth.

During the next two years, we will work on the topic of Digital Literacy. Although the digital skills are started to be introduced in our national curriculums, the truth is that there are not many comprehensive curricula available, and teachers have to pick and mix from different sources and providers and adapt them to their own syllabuses. With our project, we will develop our own "Digital Citizenship Curriculum for Secondary Education" based on lesson plans which will be created in and tested during our project and implemented in our schools as a direct impact of our project. The curriculum will be available not only for teachers within our institutions but open to the national and international educational sector both in English and in our national languages.

We will analyse how to access online information from all different sources, potential risks (cyberbullying, online predators, inappropriate information, addiction, damaged reputation), security on the web, etc. and how to use information from a legal point of view, avoiding plagiarism and teaching our students how to produce original and well-documented final products. This will empower and give them tools to get jobs easier in their own or other European countries. In short, we will all develop our "Digital citizenship" in a way which will help students and teachers alike learn to live in this new era.

Through the development of the project we also want to improve the digital competence of teachers by analysing, testing and mastering apps, resources, techniques and methodologies to implement ICTs in the classroom. Although there are still some teachers who do not take this issue seriously, the fact is that or teachers adopt their methodologies to this new reality or they will be lost in the binary world.

The project contemplates a great variety of activities that work on the subject of Digital Literacy, not only through the mentioned lessons plans, but also through fun activities in which students will have to use their digital skills to search information on webquests, perform a treasure hunt through QR codes in the local library, or participate in different competitions such as short films and raps to be worked in class.

The project is a multidisciplinary project as the activities and outputs are to be carried out by combining several schools subjects with a same objective. It is cross-curricular because its outcomes can be applied and worked from any of these school subjects and will benefit the expertise of the participants with an improvement of their digital literacy, communicative and interpersonal skills.

At the end of the project, 15000 students, teachers and parents will have benefited from it. Results and outcomes will have made them more aware about the use and misuse of the internet. Students and teachers will have acquired new competences through the participation in an European project with six different schools across Europe.

Objectives

- Develop digital competences both in teachers and students to help them adapt to the current society.
- Improve in teachers and students their internet literacy skills, including topics such as security, copyright, netiquette, etc.
- Reduce the generational digital gap (digital divide) between teachers and students in our schools.
- Encourage students to develop critical thinking
- Provide an exchange of good practices concerning ICT implementation in education.
- Develop communicative skills in English, being English the language of work.
- Modernise and Internationalise our schools by participating in European programmes.
- Develop the sense of belonging to an United Europe (European citizenship)

Partner responsibilities and roles

- SPAIN: General coordinator. Website management and dissemination coordinator. Eduardo Ruiz will be the general coordinator of the project, he has previously coordinated three other transnational programmes. He is the ICT coordinator and community manager of their social networks. In previous projects he has been in charge on the dissemination plan.

- FRANCE: Coordinator of competition activities, such as the webquests and the QR code hunting. The French coordinator is a teacher-librarian at her school. She has experience and expertise in the field of the information and the communication, and the competitions activities in our project belong to this field.

- PORTUGAL: Coordinator of the lessons plans (Digital literacy Curriculum) and teacher training programme. His team is formed by experienced teachers including ICT teachers. At their school they have teacher trainers who belong to the Erasmus+ team and will collaborate on the teacher programme.

- HUNGARY: Evaluation coordinator. Time management coordinator, in charge of establishing deadlines and make partners respect them. The Hungarian partner has experience on this field in previous projects. Her team is formed by different school subjects which helps have a clear scope of what has to be evaluated, when and by whom.

- SLOVAKIA: Coordinator of newsletters and surveys on teens digital practises. The fact that they have a school magazine and that their ICT coordinator actively participates in the project is the main reason for them to have this role in the project.

- LATVIA: Communication activities coordinator, such as penpals and videoconferences. eTwinning responsible. Due to their broad experience in eTwinning projects during the last years, they can provide their experience and know-how to the partnership when it comes to organise different activities involving communication with students.

Which are the expected outcomes term after term?

In the last few years, digital technology has had a huge impact in business, education and culture. As schools, we should ensure that our students understand and engage with digital skills, as it is vital for job creation, innovation, competitiveness and economic growth.

To describe the expected results of our project, both outputs and outcomes, we will analyse them on a term per term basis, this is, september - december / january - march / april - june of both school years.

On the first term, we will have defined the term "digital literacy". Students will learn the concept and elements of "digital literacy"; they will analyze the pros and cons of the internet as well as understand that there is something else apart from "pressing the buttons of a device".

The website of the project, the logo, the social networks accounts and the video channel will be created at the very beginning of the project life.

During our project, two parallel newsletters will be published every three months, the former one will be created by students and it will feature topic-related articles, websites, opinions, etc and the latter for teachers, concerning methodological issues about the integration of Information and Communication Technology in the class and how to deal with digital literacy from a teacher's point of view.

One of the main outputs of our project is the "The Citizen 3.0 Digital Citizenship Curriculum for Secondary Education", which consists of ready-to-use lesson plans for secondary classes. Posters and Infographics about the project contents, and based on the lesson plans, will also be created during the life of the project to decorate our classrooms and corridors.

During the second term our students will learn about content literacy, i.e they will have acquired techniques to identify, find and evaluate the intended information. We will study strategies to look for information and evaluation of websites to distinguish the important, relevant, true, fact and opinion.

Students are used to a "copy and paste" culture, since they have not been sufficiently trained in creating original pieces of work. During the third term of the project students will reflect on intellectual property rights of texts, images, photos, films and music. We will deal with the topic of "plagiarism" and start using "creative commons". We will address this topic by creating real materials with students (films, videodictionary, etc) to put what is being learnt into practice.

At the beginning of the second school year, fourth term, we will analyse social networks. In an increasingly digital world, where many of our interpersonal relationship occur through social networks and "Whatsapp", it is necessary to reflect in order to build a positive communication, which can be enriching and at the same time strengthens, creates, empowers and complements us in order to have a healthy life. Students will learn how to use the "netiquette". Videoconference and email exchanges will be fostered to understand the topic object of study.

To conclude, during the last two terms of our project, we will focus on the internet risks. Each time someone leaves a tweet on Twitter, a post on Facebook, a photo on Instagram or a message on Whatsapp, they are leaving their own footprint, they are building their own online reputation, which can be damaged due to a misuse.

At the end of these final terms, the students will also be aware, as a project outcome, that the anonymity of the Internet raises a number of crimes such as scam, cyberbullying, sexting, grooming, digital drama, etc and a series of psychological problems such as addiction (to games, to the same Internet consumption or even nomofobia (panic to forget one's mobile phone). Physical problems such as vision, distortions in the fingers, wrists are also a potential risk of the misuse of the internet.

Which are the expected outcomes on completion of the project?

- Both students and teachers will have developed and improved on digital competences helping them adapt to the current society needs.
- We will have reduced the generational gap (the known as "digital divide") between teachers and students in our schools concerning the use of electronic devices.
- The project will have provided an exchange of good practices concerning ICT implementation in education.
- Students and teachers will have developed and/or improved communicative skills in English.
- We will have modernised and internationalised our schools by participating in European programmes.
- Students and teachers will have developed a sense of belonging to an United Europe (European citizenship)
- At the end of the project there will exist a tested and semi-professionally designed corpus of lesson plans which will respond to the necessity of having a digital competence curriculum to implement in our and other schools across Europe.

Activities

A1 DIGITAL CITIZENSHIP DEFINITION: Brainstorming in which teachers and students suggest a definition for "Digital Citizenship". The different elements of the definition or several possible definitions will be voted online to get a official definition.

A2 LOGO COMPETITION: Based on the definition, a logo will be chosen. An inner competition in each school will result in six finalists from where the winner will be chosen.

A3 "The Citizen 3.0 Digital Citizenship Curriculum": This can be considered the most important activity of our project and consists on the creation of a corpus of lessons plans (English and local language). Students' participation will be needed to design and evaluate.

A4 POSTERS: A poster with the contents of each term will be done. It will decorate corridors, common places, classes, ICT suites, etc. They will be printed out and posted on our facebook accounts.

A5 STUDENTS' NEWSLETTER: Each term, a different school will publish a new issue about the contents of our project. Students will work cooperatively and using digital skills.

A6 TEACHERS' ICT HANDOUTS: Teachers will have a training/methodology newsletter. Each newsletter issue will deal with the term topic and also include specific information about useful apps/resources/websites.

A7 GIANT PLE PANEL (PERSONAL LEARNING ENVIRONMENT): Internet tools that we should learn to browse, access, edit, create, evaluate… We will be creating a panel in a

prominent common place during two years to which we will be adding apps along the project.

A8 SURVEY ON TEENS DIGITAL PRACTICES I: It is a survey among our students and families. It is a diagnosis evaluation of the first year contents, i.e about the use of the internet and how to look for information. Results will be analysed and commented in a final document.

A9 VIDEOCONFERENCES: Students' classes will be paired so that each country gets to know all the others countries by means of a videoconference. Topics of the videoconferences will be prepared in advance. There will be five videoconferences in the project, in five different periods.

A10 WEBQUESTS COMPETITION: Each country will prepare a webquest challenge about cultural aspects (gastronomy, writer, place, celebrity)... The other countries will have to work (using digital skills) to find a final answer.

A11 QR-CODE HUNT: It is a scavenger (treasure) hunt in which students find qr-codes hidden in books after decoding the previous one. Each "challenge" will have to do with a different digital literacy skill. It will be organised in the school library or public library.

A12 EMAIL (PENPALS): Students will be paired so that email exchange between students from different countries take place. At first, topics will be guided by teachers, on later stages, free conversation exchanges will be foster.

A13 SHORT FILMS COMPETITION: A short-film competition will be organised within each school. Students will produce a short film which will compete within each school. The winners will compete in an international competition.

A14 SURVEY ON TEENS DIGITAL PRACTICES II: It is a survey among our students and families.The second year survey will be about social networks, identity, digital footprint and internet risks. The results of the survey will be analysed and commented in a final document.

A15 INTERNET SECURITY LEAFLET: Each school will design a leaflet to be printed out and distributed locally and especially to the parents in different school meetings about the three topics of the second school year (social networking, identity, digital footprint, internet risks).

A16 VIDEO-DICTIONARY: of teen-language words and expressions. Each school will select a list of words and expressions in their own language and their corresponding definitions. Another school will illustrate the words/expressions and record a video using that expressions.

A17 RAP: Students will produce (design, record, edit) a rap about the risks of the internet. The videos could be distributed on our video channel, social networks and websites.

A18 EXPERIMENT: A DAY WITHOUT INTERNET/MOBILE PHONE: We will organize an experiment about being disconnected for a day. Students will write a diary to understand reactions/emotions about the addiction to the internet/mobile phones.

A19 FREE DEVICE DINNER: To get the families collaboration we will organise an activity in which they sign an agreement to all their mobile phones/tablets, etc in a basket and to switch of the TV while dinner. A competition of artistically created baskets (Leave here your device!) will be organised and posted on pins on "Pinterest".

A20 FINAL CONFERENCES and EXHIBITIONS: At the conclusion of the project we will organize final conferences were students with their teachers and other stakeholders will present the information, results, and findings achieved during the duration of the project.

Methodology and how to implement the project within the curriculum

Being our project a multidisciplinary and cross-curricular one, whose main goal is to develop digital skills, the activities and lessons plans will be developed in school subjects, not only in ICT, but also in other subjects which use of electronic devices. Nowadays, most of the subjects are implementing digital skills in the teaching/learning process, that is the reason why our activities, outcomes and outputs will be carried out and put into practice in most of the school areas.

The methodologies to be used in order to implement our project are those known as active methodologies which means that they involve the active participation of students, working in small groups where each one as a role. Active methodologies imply collaborative and cooperative learning strategies in which teachers are no longer "the sage on the stage" but "the guide at their side" so that students discover by themselves what needs to be done with the help of their supporting teachers.

Depending on the nature of the activities they will carried out in the ICT class (or tutorship sessions), such as the lesson plans, the QR code hunting or the webquests; some other activities, which require the use of English as the language for communication will be done in the English class, for example the penpals activity, videoconferences, students' newsletters, the short films and the rap, among others. The logo competition, posters/leaflets and infographics will be programmed under the Arts class curriculum. Maths will be in charge of analysing the results of two annual surveys, etc…

However, subjects are not "closed-containers", and the fact that the project is multidisciplinary indicates that subjects can (and must) interact among them to make their own contribution to the contents of the project.

Our project is divided into six different parts, each one corresponding to a different "element" (using the metalanguage of digital skills). Each part is aligned with a different school term, therefore there are three terms per school year, i.e six terms for the two years of the project. These parts are:

TERM 1.- (THINK) What is Digital Literacy? Why is it needed? Pros and Cons of the Internet
TERM 2.- (FIND) Content Literacy
TERM 3.- (CREATE) Creativity, Property and Copyright.
TERM 4.- (SHARE) Social networks. Relationships & Communication
TERM 5.- (BE AWARE) Identity and Digital Footprint
TERM 6.- (WATCH OUT) Internet risks

1. THINK What is Digital Literacy?	2. FIND Content Literacy	3. CREATE Creativity, property and copyright
4. SHARE Social networks. Relationships and communication	5. BE AWARE Identity and digital footprint	6. WATCH OUT Internet risks

In each term we will create and test the lessons plans of our "Citizen 3.0 Digital Citizenship Curriculum for Secondary Education", which consists of a compilation of lessons plans which cover the topics of the project and serve as a framework for the activities. These lesson plans will be implemented in all the participant students groups. Also, the students' newsletter, the teacher's handouts, the posters/infographics, etc. are aligned to the topic under study each term.

Each school will be in charge of preparing different lessons plans. In the months before each mobility, the group of students and teachers participating will brainstorm, draft and create

their suggested lessons plans, which will then be presented to the rest of students and teachers during the mobilities in order to test, debate and evaluate.

Each period will also introduce some more dynamic activities with an element of fun, such as the logo competition, the webquests, the QR-code hunt competition, the short-films contest, the video-dictionary, the videoconferences and the final experiments "A day without a mobile phone" or the "free-device dinners" activity. All these activities are related to the term topic and serve to create a sense of fun in the project topic by means of competitions, contests and fun activities which will engage the students' interest.

Our project also includes seminars for teachers and workshops for students during the mobilities and dissemination activities such as the publication of survey results and analysis or the parents and teachers seminars.

All these activities, sequenced and organised on a term by term basis, starting with a general definition topic, and focusing on the different elements of digital literacy will help to achieve the expected results in the objectives of our project.