

Course Support for the Development of Social Media Literacy in schools

What education 4.0 means?

Social Media and social media literacy - Key concepts

Features of Social Media/digital learning

Managing online information

Managing Self image and identity

Managing emotions and feelings in digital Era

ITC & Social Media for inclusion

Challenges of education 4.0

MODULE 1



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Module aim

The evolution of Education should reflect changes of the Industrial Revolution 4.0 which is transforming the world. Internet of Things (IoT), Big Data, and Artificial Intelligence (AI) are impacting major industries, and in turn, jobs. Students of today will be the future 2030s professionals. Schools of today have to help them to develop appropriate competencies and support them to step into their future role. For this purpose schools, and in general formative institutions, require teachers updated for working in this technologically transformed era.

Education 4.0 should make the learning process more personalised, peer-to-peer based, aimed at problem solving and lifelong. Which could be the blueprint for the future of learning? For sure it needs to count on deployment the potential of digital technologies and open-sourced content and, of course, on their accessibility. Teachers and trainers should explore the potential of Remote Learning, as the Coronavirus crisis has shown. They have to redirect their teaching plan in a more personalised based students approach. Choosing Educational Tools, teachers have to consider that they can control their subject of pertinence, which has its own set of knowledge and information, but they can't previously establish how students can grasp this knowledge: students will have at their disposal more and more technology/devices to gain an education. This means that teachers and students have to be able to choose what is the better tools and techniques through which they can build a specific knowledge: blended learning, BYOD (Bring Your Own Device) and flipped classrooms, to give a few examples.

The Education 4.0 is a *project-based learning* methodology centred. Students should be acquainted with project-based learning from their early schooling. This part of Education 4.0 will teach them organisational skills, time management and collaborative skills. An important frontier to explore for the education of the future is the field-specific experience. For the higher education this can be translated into real-world immersion where students can enhance subject knowledge. For the primary and secondary lower education, this can be seen in the opportunity to leave the classroom and enter in meaningful non formal education agencies such as Museum, Media center, centers of History studies, etc.

Another important field of competences to develop in EDU 4.0 is data analysis. We have to consider it both in relation to the increasingly importance of the statistical analysis to describe and predict future events and in order to develop the skills of criticism of the sources. Internet makes available a lot of information, but they are useless if users can't distinguish which are or are not reliable.

Finally, the current pattern of learning, based on memorising of information will not be more the best responding to the revolution 4.0. Education 4.0 requires to highlight talents that a traditional Q&A or subjective writing examination cannot.

It follows that a revision of evaluation models is needed. In Education 4.0, monitoring focuses on the learning process and not only on the results and pre-constituted targets. Assessment of the process instead of the product means to evaluate on evidences that call back project-based experiences, reality tasks, practical and experiential learning-based projects or field works.

In the Edu 4.0 framework of reference, which is the role of the Social Media literacy? Social Media can be powerful drivers of change for teaching and learning practices, in terms of openness, interactivity and sociability.

Social Media could enhance democratic learning only if all infrastructural and economic obstacles are removed. Students should have free access to broadband. Because SM are so pervasive and apparently easy to use, in order to be useful in education, providers should always allow a free access to all its functions at least for schools and students. Furthermore, in order to be really democratic Social Media should also remove all obstacles to the access by students with disabilities and offer them all the support they need.

When we talk about Social Media we are thinking of generic social network sites such as Twitter, Facebook, professional and academic networking services, LinkedIn, ResearchGate and Academia.edu., tools to write and comment (blogs, wikis) and to store and retrieve content material for lectures and group work (podcasts, YouTube and Vimeo, SlideShare). Schools even consider tools like G-suite for education and Google classroom as educational social media, because they allow to strengthen collaborative skills and widen space/time of learning in an interactive way.

If the new horizon of the education is the world 4.0, a future-ready teacher should renovate its toolbox by developing some crucial competences in:

- collaborative teaching/learning

- methodologies active learning oriented
- knowledge approach project-based
- formative assessment instead of summative.

And to conclude, the impact of ICT on Education opens to many scenarios for the implementation of Social Media in Education. Teachers shall be aware of the new Education 4.0 horizon if they are able to:

- choose the appropriate tools among a wide a variety of possibilities
- adopt efficient methodologies based on social media learning
- address the fake news phenomenon
- know web legislation (GDPR, privacy and public use of digital space, copyright etc.)
- tackle the existing risks in the use of Social Media tools in Education
- use Social Media based tools to assess students' competences in different study disciplines.

Number of hours: 3h

Learning Outcomes

The Social Media for education set of competences that the teacher of the future needs to actively and mindfully develop are strongly related to the Education 4.0 and its dynamics.

Teachers and students are increasingly impacted by media. Being media-literate means understanding how and how much media influence society; how the media takes shape and aim their messages at specific target groups; how media present reality from a particular perspective like in product commercials and finally how they play a key part in *manufacturing conformity*.

In addition to these general competences, referred to knowledge and awareness, this course aims at develop the following competences gathered on six different areas.

Area 1: Use of social media and digital resources for learning

The use of Social Media for education entails that teachers and students have previously learnt the basic technical skill, without taking it for granted. Furthermore, to properly use Social Media and effectively surfing the internet resources, teachers and students need some specific competences. Using social media in a conscious way means being able to find what one is looking for, select what is needed, and discern the reliability of the information. In addition to these research strategies, skills to store, reuse and share information are needed like the following:

1. discern reliable information on the Internet
2. stores and share information
3. assesses the validity, reliability, usefulness and credibility of the information by reporting the sources
4. organizes digital resources for current personal use, future use and re-use, sharing with others

Area 2: Communication and cooperation

Nowaday people spend a lot of time on environments that are entirely online or virtual, it doesn't matter if it is for work, to find informations or for free time. Being Social Media-literate requires to be able to orient on the web ocean and to do the right choice between a large variety of applications. When is it better to use a mobile and when a laptop? How different is to follow news developments on TV and on Twitter? When do you use Google for research and when is it better to go to the

library? When do you post a message on Facebook or Whatsapp and when on LinkedIn? To answer these questions we have to be able to:

1. Use more than one online communication tool and online environments: email, chat, sms, instant messaging, social network
2. Create and manage content with collaboration tools: google app, digital tools for education
3. Use digital technologies to foster and improve collaborative learning strategies, for exchange in groups, as a tool to conduct collaborative task or as a tool to present outcomes.

Area 3: Content creation

Citizens have evolved from consumers to producers of informations. People of every age produce continuously narrative: they post pictures, give comments, review from recipes to books to movies on Twitter, Instagram, Youtube and so on. Companies or professionals have their own blog or website. Students and teachers use and contribute to free encyclopedias such as Wikipedia. In a wide range of situation people use modern presentations tools. The present Social Media society demands new communication skills from its teachers and students. Which features should have an efficient digital learning material? How to target and reach the audience? And what media are most suitable to get your message across? It is also important to design lessons attractively, because students have more and more a visual learning style, in which a picture speaks a thousand words. Therefore it is important to:

1. produce and edit multimedia content in more than one format: hypertext, images, videos, audio files
2. integrate and rework digital content

Area 4: Safety & Privacy

The increasingly use of ICT in life and in teaching and learning asks to be careful in protecting devices, contents, especially on clouds, personal data and both own and other's privacy. Protect devices, data and digital contents means to be aware of the risks and threats of digital environments. It is crucial to know and to adopt safety and security measures to prevent virus or hacker's attacks. When teachers and students work in an online environment they must be aware of copyright and licenses in shaping digital contents. It is essential:

1. make proper use of passwords to protect access

2. identify, evaluate and select digital learning resources in accordance with copyright and accessibility requirements
3. know and keeps the GDPR

Area 5: Problem solving

Integrate Social media in a problem solving based education process requires two kind of skills: technological and creative. When the learning process travels on a digital environments it is crucial to identify technical problems and swiftly solve them, to avoid to lose control of the classroom and to interrupt the learnings. Moreover, when a learning process results in a digital product it is important to identify and adjust the best technological and digital solutions for customising the outcome. To be able to support students with their digital competences development means that teachers should individually and collectively identify digital gaps and programme appropriate training courses to be updated in these abilities:

1. solve problems related to the use of technologies
2. solve in a creative way, problematic situations.

Area 6: Monitoring and Evaluation

As mentioned above Education 4.0 asks to move from summative to educative evaluation. The learning process tells more than the results achieved, because it is really student centred.

In that perspective it is crucial to monitor the process and to save its evidences, in order to reflect on how to redirect, endorse and valorise it. Social Media can support the monitoring process both in producing and storing evidences. Consequently it is important to:

1. plan, monitor and reflect on your learning path.
2. gather evidence of progress and use it to plan further learning steps
3. use a narrative document in which to express your thoughts and ideas through digital tools.

Training Material

01. What education 4.0 means?

Education 4.0 is the last evolution in the field of education. Since the internet appeared, many changes occurred in schools to align teaching to the new perspectives and requirements of the information society. In only twenty years, society and schools have gone through three stages.

The evolution of education from stage 1.0 to the others is not just a matter of digitization. It is true, the 2.0 Education is strongly related to ICT introduction, but it is also the result of many other changes.

Education 2.0, for example, introduced in the classroom the cooperative learning as well as many different social networks. In 2000 during the Educational World forum in Dakar Edu 2.0 was clearly linked to the Education for All objectives in a perspective that considered information for all not possible without Education for all

For its part, Education 3.0 is based on the belief that content is freely and readily available: students are considered not only users/consumers of information surfing on internet, but they also become more and more makers of informations. That means school has to develop not only critical but also creative thinking.

Education 4.0 tries to align itself to the new frontiers of the work scenarios of the 2030s of the new Century and, for example, it is strongly related to the coding competencies needed to the robotic era. It means that schools should scaffold students to use all social/digital resources, even autonomously, to deepen topics just mentioned in class time. Infact Education 4.0 stimulates a personalized teaching and learning process. This should be done taking into account the student's age, his/her cognitive capabilities and level of school (junior/senior, high etc.)

02. Social Media and social media literacy – Key concepts

Online digital technology has empowered users' abilities in communication. Social media transformed all people at every age from consumers of media, to content creators and publishers, as well as editors and opinion makers. To adapt to these changes schools have the responsibility to develop a strategy for Social Media Literacy. There are five concepts of media literacy, useful for gaining a critical understanding of social media as well. The 5 key concepts of media literacy are the results of a broad debate in Canada in a among educators, legal media and government agencies

- Key Concept 1: All Media Messages Are "Constructed"
- Key Concept2: Media Messages Shape Our Perceptions of Reality
- Key Concept 3: Different Audience, Different Understanding of the Same Message
- Key Concept 4: Media Messages Have Commercial Implications
- Key Concept 5: Media Messages Embed Points of View

Considering these 5 key media concepts, and on the basis of the official definition of Social media, the Social Media 5 key concepts to keep in mind in a literacy strategy could be the following:

- Key Concept 1: Social Media are constructed each on a specific language, visual, strings of words, music
- Key Concept 2: Social Media can influence our perceptions of reality and political participation
- Key Concept 3: Same Message, Different Users/Target, Different Social Media
- Key Concept 4: SM are influenced by private or public economical/political power in different parts of the world
- Key Concept 5: Social Media messages amplify opinions and can spread fake news

03. Features of Social Media/digital learning

What are the key features of Social Media and what is their significance to education and learning 4.0? Broadly speaking, SM are Internet applications based on open and shared digital content that are produced, criticized and re-configured by a plurality of users.

In that sense the key features of SM could be as followed:

1. generate interactive, social and flexible knowledge
2. creatively produce knowledge
3. alternative offer to traditional training
4. broaden participation and socialisation
5. Involve students in a collaborative and sharing learning approach
6. develop a social learning based on resources and original materials
7. augment of learning contexts and contents
8. integrate digital tools into daily education in order to encourage and enhance the independent learning
9. widening learning times and self-employment
10. facilitate the teaching management by lessons designed on the base of a wide availability of databases, access of material from Internet sites, save and reuse of educational materials already produced and archived in a repository.

What does digital teaching and learning stand for? It stands for any teaching practice that effectively uses technology to strengthen a student's personal learning experience. Of course it requires teachers to have a good level of digital competence. Digitized teaching is also a strategy of active training to enhance learners participation. It favours a more "real" environment of learning, to develop competences as result of knowledge and know-how. The ICT for education helps teachers and students to properly develop skills to face the 21st Century challenges. In this perspective the essential features of E-learning can be the following:

1. use an Internet connection and a technological device
2. independence from physical presence constraints and specific times
3. continuous monitoring of the level of learning, through formative assessment and self-evaluation
4. enhancement of multimedia and interactive contents and materials
5. teachers and tutors support students in personalized learning
6. enhancement of the social and collaborative dimension of learning
7. access to the huge amount of knowledge and experience available into web

8. great variety of Web 2.0 tools and apps for the creation of digital artefacts
9. full availability of technological supports and mobile devices

04. Managing online information

Schools should guide their students to understand the role of information in an interconnected society. To improve the students autonomy in knowing how to research, select and relate data and information available in the net means to educate informed and aware citizens able in understand the information given through social media. Digital natives, even if able to use Facebook and Twitter and maybe upload a selfie or a message to a friend, can be easily deceived when they have to understand information coming through the media. Nowadays we are faced with a huge amount of fake news, that is, false information create expressly to mislead web users, and potentially modify the public opinion on a specific issue playing on the feelings and fears of the single individual.

It is no coincidence that in 2016 the Oxford Dictionary chose the term post-truth as the word of the year to indicate a situation in which «for the formation of public opinion, objective facts are less influential than appeals to emotion and personal convictions» and, on a more general level, to the unstoppable spread of false news.

Teachers, among their various tasks have the duty to teach students how to manage the huge poll of true and false info, they are faced with every day.

Teachers have to be able to direct students in this complex process to stimulate their critical thinking to face the undifferentiated amount of data and information that the Web offers.

It is therefore necessary to develop the following key competences:

1. know how to research and verify sources
2. understand the difference between facts and opinions
3. know the difference between news and advertising
4. recognise and manage fake news and avoiding its dissemination

05. Managing Self image and identity

During adolescence it is quite difficult to live with one's own identity which, moreover, is under definition. For this reason it is quite common to creatively search for an alternative identity .

Social networks facilitate children in create this new identity, different or maybe opposite to the real one, where it is possible to emphasize the personal aspects considered more significant or important, or even make up new ones. In general the objective of this research is to increase self-esteem and acceptance, especially in those aspects that boys or the girls hardly accept. Thus it may happen that mutilated or decidedly different identities are created from real ones.

Teenagers go through many different environments where experiment their life: family, school, real friendships and virtual ones. They have to rework information and to answer personally to many different requests. In virtual relationships, those aspects that can damage their reputation are often denied or lessen.

The network, on the other hand, allows very different experiences from real life. Children feel freer to express and expose themselves hiding behind a screen or a different identity. An "augmented" identity probably makes them feel more confident to relate to others even if those relations are much wider and potentially more dangerous than they think or can understand. Without looking into each other in the eyes, or touching or listening the real voice it is possible to feel like a "superhero ". A self-image very different from the real one, modifies the peer communication in social networks: challenge, trivialize, simplify, increase or, diminish become easily possible

In educating for a proper communication schools and the adult' community play a crucial role to drive students to communicate online in a constructive and not violent way (to like and not to dislike). To this extent it is important that teens know how to take care of others and not destroy them. Moreover, they have to be able to integrate the time of real communication with that of virtual one. Time dimension requires different management competences: in network life, it requires immediacy and readiness, while in the reality one it is based on reflection and thoughtfulness. School has also an important role in helping students building up an identity that knows how to integrate the virtual image with the real one, leading them in the growth, helping them to bring out who they really are and to express themselves without conditioning or fear of others' judgment.

Inviting students to create their own avatars for the virtual classroom could already be a first step to make students to reflect on the characteristics of their invented identity. To explore and talk about it could already be a step to fill an eventual gap between a real, and often "suffered" identity, and a virtual often dreamed of one. But teachers should also invite students to think about benefits and risks of a personal online exposure. To this end, it is essential to collaborate and create alliances with parents. They all have to be aware of the violence risks, of illegal or sexually inadequate activities that can hide behind anonymity and how important it is to be responsible for their actions even when they are not easily identifiable.

To manage self-image and identity, Social Media literacy must lead students to:

- include the similarities and differences in how they present themselves online and offline;
- reflect on how the SM allow anonymity and deception
- explore how this could affect their online behavior and lifelong reputation
- be aware that an online identity is different from one's self and it is not neutral and it could damage oneself and others.

06. Managing emotions and feelings in digital Era

The new digital era with the wide diffusion of devices which promote social relations among individuals, particularly with social media, raises some important issues such as the managing of feelings and emotions, both in presence and online, and the impact that these new ways of communication have on a person's self perception and of his/her own emotional and affective sphere. Consequently, the so called Digital Emotional Intelligence (DEI) is nowadays recognised as a key competence to be developed. We therefore need to help our students to build their own personality through the development of self awareness and awareness of others in a complex systemic vision where the digital world is used actively, in order to avoid to become passive users. This also means to be able to alternate/interrupt the digital interaction to cultivate independent moments of listening, analysis and interiorisation of one's own personal life experience. To this extent there are many studies which underline the importance of the practice of relaxation and breathing techniques

at school along with resilience and self-regulation activities focusing also on the ethic aspect of our choices and actions both in the real and in the digital world

Here are four basic concepts related to DEI.

- **Key Concept 1** Interaction in a digital environment involves emotional interaction which have emotional implications that are often more ambiguous/subtle on a communicative level than in the real world, but not less important
- **Key Concept 2** it is vital to learn how to manage our own emotions and feelings, both in the real world and the digital one, even if the difference between the two realities are becoming more and more blurred
- **Key Concept 3** We need to help our students to develop their own personality through self awareness and others' in a complex systemic vision where the digital world is used actively to avoid them to become passive users
- **Key Concept 4:** Such human qualities can be fostered through specific educational and emotional programs, focusing also on the ethic approach of our choices both in the real and the digital world.

The digital environment and social media represent a space dominated by speed and multimedia, where the interaction proposed is more reactive than reflective and lacks all that non-verbal part normally so important to understand communication even in its implicit emotional components. Such function has been replaced by the extensive use emotional-intonative function and emojis, especially in informal communications, without neglecting to remember also all the symbols of like/dislike that in uncritical way create proximity or distance between a communicative event and those who receives it.

Even with visual communication is usually reduced compared to the real one; as a matter of fact one can hardly ever see the other in full, adjust distances, grasp gestures, posture and subtle intonations, therefore communication is often emphasized, with more pronounced facial tones and expressions. Moreover many modes of video interaction allow those who speak to see themselves in a part of the screen, with the result that sometimes they look more at themselves than at the other speaker. Consequently the digital environment, although appearing poorer than the communication in presence, still has strong emotional implications, exacerbated even by the greater ambiguity with which one is confronted. Therefore, a digital emotional education must primarily promote those

human qualities that allow personal and social development within a complex and systemic framework

According to Piero Dominici, Professor of Sociology of Cultural and Communicative processes at the University of Perugia, today, as never before, it is necessary to have an approach based on complexity that consider all the aspects of education: empathy, critical thinking, a systemic view of phenomena, education in communication, as well as dimensions that we have deliberately removed, such as imagination and creativity.

The conclusions of the 2018 European Council about the key competences on Digital Skills remind that digital technologies and contents need a thoughtful and critical attitude, based on curiosity, open and interested in the future of their evolution. It is also required an ethical, safe and responsible approach.

To promote those socio-emotional, ethical and systemic skills, teachers can draw on many experiences, inspired to the Social Emotional Learning (SEL) and to the SEE Learning (Social, Emotional and Ethical Learning) project promoted in particular by the research group CASEL (Collaborative for Academic, Social, and Emotional Learning) founded by David Goleman. These experiences integrates the ethical aspect into socio-emotional education or greater awareness of one's own personal and social actions. These educational programs include a part dedicated to the ability to learn, to recognize and read feelings, to regulate body and mind so as not to be overwhelmed but be resilient and able to achieve a state of well being even managing stressful situations. Moreover, since each person is part of an interconnected world/system, the SEEL experiences include learn, read and understand others' feeling and emotions.

07. ITC & Social Media for inclusion

The European Commission has defined the use of technologies as an opportunity to support teachers in making teaching cooperative and inclusive in extremely heterogeneous contexts and in the presence of students with special needs. Inclusive education is a process aimed at offering quality education, respecting the diversity and different needs and abilities, characteristics and learning expectations of students and communities. It wants to eliminate all forms of discrimination.

To do so, it is necessary to prepare an inclusive teaching environment in which each student with special educational needs follows teaching in a conventional class, with his peers, for most of the school week.

We should use ICT & SM as tools to create meaningful and effective learning in students with Special Needs. A truly inclusive use of them must evolve from the compensatory and dispensing function to become a tool of daily routine, usable by all students to learn and improve their strategies and methods of reading, processing and reworking information.

ICT & SM for inclusion encompass the use of any technology to support learning in inclusive environments. They should include both conventional technology (laptops, tablets and peripherals, IWBs and mobile phones, etc.) and assistive (screen reader, synthetic speech, alternative keyboards and other specialized technological applications). The latter compensate for the particular difficulties or limitations of a student in accessing new devices and range from medical aid to specific learning.

The fundamental objective of the use of new technologies in the education sector for students with disabilities and special needs is to promote equity in educational opportunities, as UNESCO and European Agency for the Development in Special Needs and Inclusive Education recommendations: "the use of new technologies is not an end in itself; rather it is a means of supporting individuals' learning opportunities".

Resources

- <https://www.futurereadyedu.com/what-is-education-4-0-how-you-can-adapt-this-in-the-learning-environment/>
- <https://www.teachthought.com/the-future-of-learning/past-time-education-3-0/>
- <https://www.qs.com/everything-you-need-to-know-education-40/>
- <https://www.edutopia.org/blog/social-media-five-key-concepts-stacey-goodman>
- http://www.medialit.org/sites/default/files/14B_CCKQPoster+5essays.pdf
- <https://www.common sense.org/education/digital-citizenship/self-image-and-identity>
- <https://compassunibo.wordpress.com/2014/05/07/e-reputation-definizione-e-gestione-della-nostra-identita-online/>
- <https://www.agendadigitale.eu/cultura-digitale/social-e-gestione-dellidentita-tutti-i-rischi-dellossessione-per-la-visibilita/>
- <http://www.cti-osimo.it/it/attachments/article/56/social%20network%20-%20costruzione%20identit%C3%A0.pdf>
- <https://dfc.unibo.it/it/ricerca/progetti-di-ricerca/meme-me-and-the-media-fostering-social-media-literacy-competences-through-interactive-learning-sets-for-adults-with-disabilities>
- <https://www.mediawijzer.net/wp-content/uploads/sites/6/2013/09/ENG-10-media-literacy-competences.pdf?x68418>
- <https://youtu.be/cFGq2-E2n8U>
- <https://vimeo.com/310531555/795ea5c73f>
- <https://vimeo.com/314497024/0290ab193d>
- <http://www.abc-digitale.it/coliblite-didattica-attiva>
- <https://www.agendadigitale.eu/scuola-digitale/a-scuola-e-arrivata-lora-della-cittadinanza-digitale/>
- https://www.edscuola.it/archivio/software/ricerca_internet.pdf
- <http://www.laricerca.loescher.it/istruzione/1681-valutare-l-informazione.html>
- <https://www.rizzolieducation.it/risorse/cittadinanzadigitale/ricerche-fonti-e-risorse-educative-aperte/>
- <https://www.rizzolieducation.it/risorse/cittadinanzadigitale/ricerche-fonti-e-risorse-educative-aperte/>
- <https://sheg.stanford.edu/>
- <https://www.nytimes.com/2020/02/20/education/learning/news-literacy-2016-election.html>
- <https://www.european-agency.org/sites/default/files/ICTs-with-cover.pdf>
- https://enzozecchi.files.wordpress.com/2014/02/vademecum-en-post-kluzer_v2-_3_.pdf

Learning Snacks



#1

Education 4.0 makes the learning process more personalised, peer-to-peer based, aimed at problem solving and continuous. Education 4.0 is Project based learning methodology centred. Social Media can powerfully drive the changes in terms of openness, interactivity and sociability



#2

Being media-literate means understanding how and how much media influence society; how the media take shape and aim their messages at specific target groups; how media present reality from a particular perspective like in product commercials.



#3

Online digital technology empowers users' communication skills. SM transformed people from consumers to content creators and distributors, as well as editors and opinion makers. SM features are based on open and shared digital content, produced, criticized and re-configured by a plurality of users.



#4

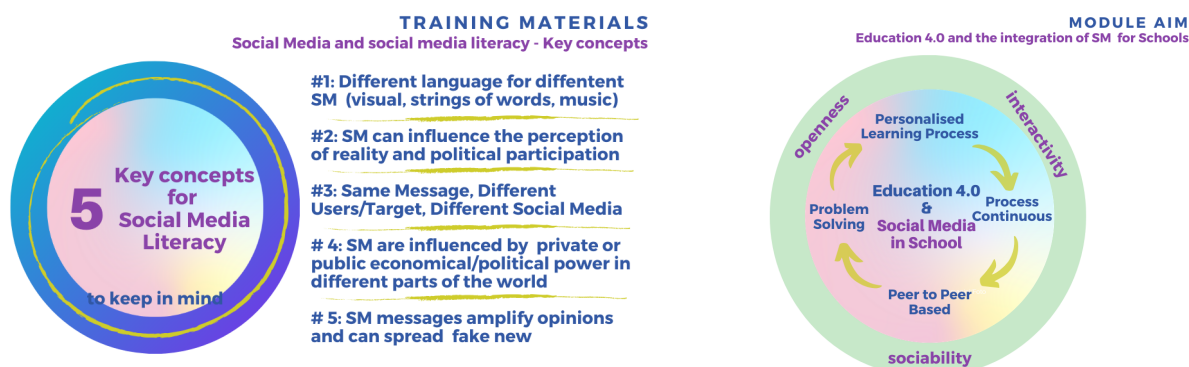
In an interconnected society well informed and aware citizens are those who are able to research, select and relate information available in the net. SM and Technologies should create meaningful and effective learning also for students with Special Needs.



#5

Digital Emotional Intelligence is an important key competence to be developed focusing on the ethic aspect of choices and actions both in the real and in the digital world. Students have to be aware of how their identities, both on and off line, may affect their relationships, sense of self, and reputation.

Infographics



LEARNINGS OUTCOMES Competences

AREA 1 SM and digital resources for learning	AREA 2 Communication and cooperation	AREA 3 Content creation	AREA 4 Safety & Privacy	AREA 5 Problem solving	Area 6: Monitoring and Evaluation
<ul style="list-style-type: none"> discern reliable information Store and share information Organize digital resources for current and future use, both individual and shared with others 	<ul style="list-style-type: none"> Use more than one online tool Create and manage content with collaboration tools Use digital technologies to foster collaborative learning strategies 	<ul style="list-style-type: none"> Produce and edit multimedia content Integrate and rework digital content 	<ul style="list-style-type: none"> Protect access by passwords Identify, evaluate and select digital learning resources in accordance with copyright knows and keeps the GDPR 	<ul style="list-style-type: none"> Produce and edit multimedia content Integrate and rework digital content 	<ul style="list-style-type: none"> Plan monitor on teaching and learning Gather evidence of progress to review and plan further learning steps Use digital narrative documents for metacognitive reflection

Activity plans with students

01. Activity 1: Online school magazine “Il Marcolino”

Type - Extracurricular activity

Short description - The online magazine was created to provide a virtual space run by students, to connect all the school levels (from kindergarten to the first grade secondary schools) to the district area. The Marcolino is a web space where teachers and students can share school activities and socialize different students’ interest (music, games, books, movies). Coronavirus lockdown school started a new extracurricular learning project: from the online magazine to a web radio on Spreaker platform. It allows to enhance creativity as well as critical thinking and new web communication tools.

Why is this activity relevant? - The online magazine is relevant because it allows students to interact on an online platform, search for, select, verify, store and share information and different digital objects. The research is based on the webquest methodology; draft articles and be part of an editorial staff develop the cooperative learning.

02. Activity 2: The Narrators of the Constitution

Type - Curricular activity

Short description - The project, addressed to second-year of the secondary level, is aimed at the study of the fundamental principles of the Italian Constitution. It is structured as a laboratory where students choose an article and analysed it. The knowledge of the Constitution articles is aimed at actualize contents and verify if in reality they are applied. The final products (audios, videos, speaking pictures) are collected and published by QR Codes added to panels of an exhibit dedicate to the Italian Constitution located at school.

Why is this activity relevant? - The laboratory is articulated in different activities to develop different skills, such as the understanding of a written text in a specific language, like the legal one; cultural awareness and expression; social and civic skills; hypertextual communication and digital skills.

