

# Europeana Learning Scenario

## Title

Digital citizenship

## Author(s)

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## Summary

### Table of summary

Subject	Citizenship education, Geography
Topic	Digital competences
Age of students	11 to 13
Preparation time	4 hours
Teaching time	10 hours
Online teaching material	<a href="https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0604%2801%29">https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0604%2801%29</a> <a href="https://ec.europa.eu/jrc/en/digcomp">https://ec.europa.eu/jrc/en/digcomp</a> <a href="https://europass.cedefop.europa.eu">https://europass.cedefop.europa.eu</a> <a href="http://www.digscuola.eu/classroom/">http://www.digscuola.eu/classroom/</a> <a href="http://creativecommons.org">http://creativecommons.org</a> <a href="http://mapmaker.nationalgeographic.org/">http://mapmaker.nationalgeographic.org/</a> <a href="https://www.mindmup.com">https://www.mindmup.com</a>
Offline teaching material	Printer, paper, cardboard glue, scissors, color pen and pencils
Europeana resources used	<a href="https://www.europeana.eu/portal/it/explore/galleries/european-landscapes-and-landmarks">https://www.europeana.eu/portal/it/explore/galleries/european-landscapes-and-landmarks</a>

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## Integration into the curriculum

Education for digital citizenship is inserted as a transversal element in the curriculum of the Italian school of the first cycle. (<http://www.indicazioninazionali.it/2018/08/26/indicazioni-2012/>). Moreover, this activity is in line with the indications of the National Digital School Plan <http://www.miur.gov.it/scuola-digitale>

- ➔ (Action # 6 - Guidelines for active BYOD (Bring Your Own Device) policies; Action # 14 - A common framework for digital competences of students; Action # 15 - Innovative scenarios for the development of applied digital skills)



## Aim of the lesson

Through the assignment of a reality task that requires the use of digital environments and applications, , students are guided to consolidate, test and self assess their digital , geographical and citizenship competence.

## Trends

Project-Based Learning, Collaborative Learning, Mobile Learning ,BYOD ,Assessment, Cloud Based Learning.

## 21<sup>st</sup> century skills

*The learning scenario is in line with the 21st century skills in particular with regard to the following KEY SUBJECTS & 21ST CENTURY THEMES (Entrepreneurial Literacy, Civic Literacy):* students get fact-based tasks, problems to solve and they work in groups; a strong focus on group work.

*LEARNING & INNOVATION SKILLS (Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration):* a strong focus on group work.

*INFORMATION, MEDIA & TECHNOLOGY SKILLS (Information Literacy, Media Literacy, ICT Literacy):* data, tools, software are online. we get access to knowledge through smartphones and tablets; it is learning anytime, anywhere; bring their own mobile devices to the classroom.

*LIFE & CAREER SKILLS (Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, Leadership and Responsibility):* using the DigComp and Europass model, students learn to make a first description and a self-assessment of their digital competence; the focus of assessments is shifting from "what you know" to "what you can do."

## Activities

Name of activity	Procedure	Time
<b>Understanding digital competence</b>	The teacher introduces the DigComp model <a href="https://ec.europa.eu/jrc/en/digcomp">https://ec.europa.eu/jrc/en/digcomp</a>	60 minutes
<b>Explore tools and environments</b>	The teacher presents and guides exploration and use of <ul style="list-style-type: none"> <li>- Europeana platform <a href="https://www.europeana.eu">https://www.europeana.eu</a></li> <li>- Mindmup application <a href="http://mindmup.com">http://mindmup.com</a></li> <li>- MapMaker application <a href="http://mapmaker.nationalgeographic.org">http://mapmaker.nationalgeographic.org</a></li> </ul>	120 minutes
<b>Use licenses</b>	The teacher presents Creative Commons user licenses and a guide to understanding their use <a href="http://www.creativecommons.it">http://www.creativecommons.it</a>	60 minutes
<b>The task</b>	The teacher presents the task and guides the activity.	30 minutes
<b>Definition of the design sheet</b>	Students design a model card by selecting the items they consider most important for the description of a state. The following must necessarily be included in the form: a section dedicated to the concept map, a section dedicated to the geographical map, a section dedicated to Europeana, a section dedicated to the user license.	60 minutes

<b>Prototype creation</b>	Students starting designed card model use it by entering the information and other resources provided. In a collaborative way they decide which country to dedicate the prototype to.	60 minutes
<b>Preparation of operational indications to allow reproducibility</b>	Students reflect on the actions and activities carried out, describe and elaborate them as a regulatory text with the aim of allowing the reproducibility of the intervention.	60 minutes
<b>Product evaluation and development of improvement hypotheses</b>	<i>Students analyze the products they have made and suggest, if necessary, modifications and improvements.</i>	60 minutes
<b>The evaluation</b>	<p>The lecturer presents Europass for the self-assessment of the acted digital competence (based on the DigComp model)  <a href="http://www.cittadinanzadigitale.eu/wp-content/uploads/2015/10/Competenze-digitali.pdf">http://www.cittadinanzadigitale.eu/wp-content/uploads/2015/10/Competenze-digitali.pdf</a></p> <p>Students are guided in</p> <ul style="list-style-type: none"> <li>→ reflecting on the activity carried out and on digital tools / environments / skills as resources to promote inclusion and improvement of educational levels throughout the planet;</li> <li>→ reflecting on the use of the EUROPEANA platform to promote cultural heritage using digital tools and environments;</li> <li>→ self-assessing their level of digital competence.</li> </ul>	90 minutes

## Assessment

The evaluation is carried out through:

- the **observation** of the students' ability to solve tasks, of the level of autonomy demonstrated, of the cognitive domain put into action

LEVEL	Complexity of tasks	Autonomy	Cognitive domain
Foundation	Simple tasks	With guidance /Autonomy and with guidance where needed	Remembering
Intermediate	Well-defined and routine tasks, and straightforward problems / Tasks, and well-defined and non-routine problems	On my own / Independent and according to my needs	Understanding

Advanced	Different tasks and problems/ Most appropriate tasks	Guiding others /Able to adapt to others in a complex context	Applying /Evaluating / Creating
<a href="http://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf">http://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf</a>			

➔ the administration of a **structured questionnaire** <https://forms.gle/td5GSBV4ybpBicTHA>

In Europeana ... *	<ol style="list-style-type: none"> <li>all resources are reusable</li> <li><b>only some resources are reusable</b></li> <li>there are no indications on user licenses</li> </ol>
Europass allows you to self-evaluate your digital competence ... *	<ol style="list-style-type: none"> <li><b>choosing from 3 levels of competence</b></li> <li>choosing from 5 levels of competence</li> <li>choosing from 8 skill levels</li> </ol>
DigComp is a template for describing ... *	<ol style="list-style-type: none"> <li><b>digital competence of citizens</b></li> <li>citizenship competence</li> <li>entrepreneurial competence of citizens</li> </ol>
MindMap is an application for ... *	<ol style="list-style-type: none"> <li><b>create concept maps</b></li> <li>create geographic maps</li> <li>create images</li> </ol>
MapMaker is an application for ... *	<ol style="list-style-type: none"> <li>create concept maps</li> <li><b>create geographic maps</b></li> <li>create images</li> </ol>
CC0 indicates *	<ol style="list-style-type: none"> <li><b>the public domain of a resource</b></li> <li>that the resource cannot be used</li> <li>that the resource has no author</li> </ol>
Creative Commons high schools ... *	<ol style="list-style-type: none"> <li>can only be awarded by companies</li> <li><b>can be attributed by everyone</b></li> <li>can only be attributed by the book publishers</li> </ol>
What is the meaning of BYOD *	<ol style="list-style-type: none"> <li>bring your book with you</li> <li><b>bring your digital instrument with you</b></li> <li>it is forbidden to use your digital instrument in the classroom</li> </ol>

➔ a guided path of **self-evaluation** of digital competence areas for citizenship

	1. BASIC LEVEL	2. AUTONOMOUS LEVEL	3. ADVANCED LEVEL
Self-assess your digital competence level of INFORMATION PROCESSING (using Europass <a href="https://europass.cedefop.europa.eu/sites/default/files/dc-en.pdf">https://europass.cedefop.europa.eu/sites/default/files/dc-en.pdf</a> )			
Self-assess your level of COMMUNICATION digital			

competence (using Europass <a href="https://europass.cedefop.europa.eu/sites/default/files/dc-en.pdf">https://europass.cedefop.europa.eu/sites/default/files/dc-en.pdf</a> )			
Self-assess your level of digital CONTENT CREATION competence (using Europass <a href="https://europass.cedefop.europa.eu/sites/default/files/dc-en.pdf">https://europass.cedefop.europa.eu/sites/default/files/dc-en.pdf</a> )			
Self-assess your level of digital SECURITY competence (using Europass <a href="https://europass.cedefop.europa.eu/sites/default/files/dc-en.pdf">https://europass.cedefop.europa.eu/sites/default/files/dc-en.pdf</a> )			
Self-assess your digital competence level of TROUBLESHOOTING (using Europass <a href="https://europass.cedefop.europa.eu/sites/default/files/dc-en.pdf">https://europass.cedefop.europa.eu/sites/default/files/dc-en.pdf</a> )			

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

Students fill out an online questionnaire to appreciate the activity in which they are invited to highlight any critical issues and propose improvements.

The result of the questionnaire (relative to the declination of the digital competence, of the tools and environments used) is presented to the class and commented by the students.

<https://forms.gle/td5GSBV4ybpBicTHA>

In your opinion, can digital tools / environments / skills help to promote inclusion and improvement of educational levels across the planet? Yes /No

Explain why you think digital tools / environments / skills can (or can't) help promote inclusion and improvement of education levels across the planet.

According to you is EUROPEANA platform useful for promoting cultural heritage? Yes /No

Explain why according to you EUROPEANA platform it is useful (or not useful) to promote cultural heritage.

Do you think the use of digital tools and environments is useful for consolidating geographic skills? Yes /No

Explain why according to you the use of digital tools and environments is useful (or not useful) to consolidate geographic skills.

Express your level of satisfaction with the learning activity carried out.  
(less satisfied) 1 2 3 4 5 (very satisfied)

Express your level of interest in the learning activity carried out.  
(less interested) 1 2 3 4 5 (very interested)

Indicates what you think are the strengths of the realized learning activity.

Indicates what you think are the weaknesses of the learning activity carried out.

Do you have any suggestions?

### Teacher's remarks

In my opinion it is very important for students to be guided to use authentic sources to consolidate their skills. Resources, tools and digital environments must be significantly integrated into the learning experience. Students and their families must be informed about the methods and objectives of the training activity. The proposal of a didactic action that integrates the technology necessarily moves away from traditional didactic interventions. Digital teaching must necessarily assume the characteristics of a radical change, it cannot be an incremental change.

### About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

**Attachment:***students task:*

Your school is participating in a European project for the creation of concept maps to share for free online in training platforms. The maps to be produced aim to facilitate the knowledge of geography and pictorial production relating to European countries of 11/13 year old boys who cannot access education services because they are citizens of states with high levels of poverty or involved in conflicts. Your class has an active role in the project: it must propose a simple prototype of a map of a European country. The prototype must allow other students to implement a virtual library composed of maps of all European states accessible online.”

The presentation sheet produced by the project group must contain:

- ➔ items identified through a collaborative definition action of the structure of the form - prototype;
- ➔ geographical map;
- ➔ conceptual map;
- ➔ references to the pictorial production (landscapes) referring to the country  
<https://www.europeana.eu/portal/it/explore/galleries/european-landscapes-and-landmarks>

The class group must produce

- ➔ a map prototype
  - ➔ an operational indications to allow reproducibility of the map