Pestalozzi

Media Literacy (ML)
Students on the Internet:
What issues? What meanings? What limits?

by

Author: Agathi Erotokritou - Cyprus
Editor: Ildikó Lázár

Media Literacy (ML)
Students on the Internet:
What issues? What meanings? What limits?

by

Author: Agathi Erotokritou - Cyprus

Editor: Ildikó Lázár

Last edition: **April 2012**

Theme: Developing media literacy linking web 2.0 and human rights

Expected outcome

➜ To learn about the possibilities offered by Web 2.0 tools and the inherent risks they carry especially for teenagers
➜ To draw attention to the links between human rights and uploading materials (texts, videos, pictures…) on the Internet.
➜ To raise awareness of the ethical problem between the feeling of total freedom (due to anonymity) that teenagers often have while they are uploading materials and the rights and moral principles they should respect.

Target group

Type of training	School level	Subject area
In-service teacher training	Secondary	All subjects

Brief description of the unit

This training session is focused on secondary school students and the ways they exploit the possibilities provided by Web 2.0. The aim is for participating teachers to better understand teenagers' habits when it comes to the powerful tools provided by the Internet. Students' use of Web 2.0 will be examined in relation to human rights in order to determine methods to introduce media literacy to students at school and to propose media education tools adapted to the students' needs and interests. This also means that teachers will have to design strategies to convince the participants of the educational community to show responsible behavior in the use of Web 2.0 and to make them aware that Web 2.0 is not only a space of total freedom but also just another space where human rights must be respected like everywhere else.

Methods/techniques used

Presentations, brainstorming, group discussions, online discovery, role play, paper and/or online portfolio

Time   11 hours on 3 days (plus a month of online work afterwards)

Session 1	▶ 3 hours and 30 minutes
Session 2	▶ 4 hours *(and 1 week for reflection)*
Session 3	▶ 3 hours and 30 minutes (*and 1 month for practice*)

Tips for trainers (or teachers):

➢ Make sure that you do not only stress the disadvantages or risks of Web 2.0 but also highlight its advantages.

➢ This training requires some careful preparations from the trainer in terms of having a questionnaire filled out by a group of teenagers, collecting texts/video materials on human rights and experts' views on the risks of Web 2.0 tools.

➢ The first two sessions can be held about a few days or a week apart to allow participants to collect information from their students. The third session should be scheduled at least a week after the second one to allow participants to do their assignments. Timing within the sessions depends on the number of participants and their knowledge about the topic. Times indicated here are only estimates.

Resources

A questionnaire	Appendix 1
A questionnaire to help collect sample writings by secondary school students about the Web 2.0 tools they use and what they use them for	Appendix 2
A WebQuest task sheet	Appendix 3
Sample texts on human rights and legal regulations (see links in Bibliography section)	References
Sample texts or videos showing what police, lawyers, psychologists and/or sociologists have to say about the risks of Web 2.0 tools	
A sample progress report evaluation sheet	Appendix 4

Session 1 Introduction to the topic and to different types of software

Introduction	Part 1	Part 2	Part 3
30 minutes	60 minutes	90 minutes	30 minutes

Total: 210 minutes

	Notes
▶ **Specific aims:** ➢ to become familiar with the Web 2.0 philosophy by comparing classical web pages and Web 2.0 programs and sites ➢ to understand the powerful and dynamic tools of Web 2.0 by learning to use them ➢ to realize the advantages and (also some of the necessary) disadvantages or risks of the new media literacy environment especially with regards to human rights	

▶ **Resources:**
➢ Questionnaire for teachers (Appendix 1)
➢ Questionnaire for students (Appendix 2)
➢ Task sheet (Appendix 3)
➢ Web 2.0 tools :
   - http://www.myspace.com/,
   - http://www.skype.com/intl/en/,
   - http://delicious.com/,
   - http://wikipedia.org/,
   - http://www.youtube.com/
   - http://www.blogger.com/,
   - http://www.flickr.com/,
   - http://www.ebay.com/)	

➢ Texts on Human Rights linked to media. ➢ Copies of students' writings about their use of Web 2.0 tools.	
▶ **Practical arrangements:** 　➢ Computer room with video-projector and a laptop to present what skilful students do on web 2.0 　➢ Create a platform in which all the participants will have the opportunity to communicate and ask questions between the first, the second and the third face-to-face meetings.	
▶ **Grouping:** 🚶🚶🚶 🚶🚶 (whole class) 🚶 (individual) 🚶🚶🚶 (group work) 🚶🚶🚶 🚶🚶 (whole class)	
▶ **Instructions/procedure:** 　1. **Introduction (30 minutes)** 　　1. General introduction about the aims of the training session (10 min) 　　2. Ask participants to fill in a questionnaire (see an example in Appendix 1) to assess their general knowledge regarding Web 2.0 and also more specifically how people use or can use Web 2.0 tools. 　2. **Part 1: (60 minutes)** 　　3. Introduce the theme and the philosophy of Web 2.0 through a comparison with Web 1.0 　　4. Working individually, participants become familiar with the tools of Web 2.0 by using a WebQuest (see Appendix 3). Through a scenario they will have to use programs of approximately 10 categories including: 1.Social Networks: **MySpace**, 2.Chat: **Skype**, 3.Bookmarking: **Del.icio.us**, 4.Wiki: **Wikipedia**, 5.Media sharing: a) Videos – **YouTube**, b) Photos – **Flickr**, 6.Blogs: **Blogger**, 7.Games: **AA**, 8.Shopping: **e-Bay**, **girlsense**. 　　5. Working in small groups participants will comment on the use of the above programs in everyday life and also at school. Teachers will have the opportunity to share with the others any personal experience in using Web 2 tools. 　　6. A whole group discussion will follow during which all the important points will be noted on a white board, interactive board or a projected power point slide for all to see.	

3. **Part 2: (90 minutes)**
   7. Writings by students (see questionnaire to help collect samples in Appendix 2) from secondary schools will be shown to illustrate the way they are using Web 2.0 in their everyday life in order for the teachers to understand what the real uses of computers are among teenagers. What do they like and what difficulties or worries do they have?
   8. Discussion with the teachers about the way the teens use Web 2.0 in order to point out if they show respect towards human rights and laws: Do they have good habits? Do they know what's right and what's wrong? What is legal and illegal (freedom of opinion, copyright, responsibility)?
   9. Participants analyze texts on human rights and laws (see link for resources in Bibliography) individually and then compare their findings to the situation on the Web, evaluating to what extent the curriculum is efficient in preparing students for respectful communication on the Internet. Participants can share ideas in small groups of two or three and give suggestions to the whole group.
   10. At the end of the session every participant should have a list of Web 2.0 tools secondary students often use and a short description of how they use them and what the risks are.

▶ **Tips to trainers:**

➢ Bring the students' writings with you on paper so that the participants can take a break from looking at screens.
➢ Have your notes ready about the different Web 2.0 programs to make sure you can easily answer any odd question.
➢ Make sure that the links on WebQuest will work.

▶ **Debriefing/reflecting:**
➢ The teachers will be asked to discuss what surprised them most and what they feel is important about what the students expressed in their writings.
➢ Participants in pairs can discuss any similarities they suspect between the sample student writings and their own students' experience.
➢ Participants should create a similar questionnaire (or just adapt the one the trainer had used) to take home and find out how their own students would respond. This will also help the trainer to understand what the teachers gained from their first day.

Session 2 Experts' views on the risks of Web 2.0

Part 1	Part 2	Part 3	Reflection
30 minutes	60 minutes	60 minutes	1 week

Total: 150 minutes

	Notes

▶ **Specific aims:**
  ➢ to learn about different aspects of Web 2.0 tools in-depth
  ➢ to raise awareness of the powerful possibilities of Web 2.0 and also its risks and its limits in education and in students' activities
  ➢ to learn about the personal but also the social and legal impact of using Web 2.0 at school and in the students' everyday life: are they respecting or going against human rights?	

▶ **Resources:**
  ➢ Mind-mapping software, as freemind
  ➢ Laptop and video-projector with internet connection
  ➢ (Interactive) white board
  ➢ Short texts or video recordings of interviews with lawyers, psychologists, etc. speaking about the risks of Web 2.0 tools	

▶ **Practical arrangements:**
  ➢ The teachers will have to bring the results of the questionnaire and the conclusions they drew from their students' answers.
  ➢ Short texts or audio/video material with specialists will be read or viewed in order to analyze the risks of Web 2.0 tools from the experts' point of view (as lawyers, psychologists, etc.)
  ➢ Parents and pupils can be invited to take part in a round table discussion at the end (optional).	

▶ **Grouping:**

👤👤👤 👤👤 (whole class) 👤👤👤 (group work) 👤👤👤 👤👤 (whole class)

▶ **Instructions/procedure:**

1. **Part 1 (30 min)**
   1. Short introduction about the aims of the second day
   2. Link with day 1: mind-mapping the results of the questionnaire and the work which has been done in schools. Impressions gathered and discussed.

2. **Part 2 (60 minutes)**
   3. Reading a text or viewing a short video with an expert at the police who specializes in investigations on the Internet. What is the focus of their activity? What kind of illegal activities are they able to follow on the Internet? Which particular points on Web 2.0 are under investigation?
   4. A text/video/audio will present the legal aspects, the rights and the duties of Internet users, and ideally the text/presentation will include global issues concerning the Internet and Web 2.0 linked to fundamental human rights.
   5. Another point of view, a psychologist and/or a sociologist: explanations of teenagers' habits, the impact of the Internet and Web 2.0 on young people and their way of life, the consequences of staying in front of a screen for long hours, the most common thoughts and feelings about law and human rights in general in this age group, and the effect all this has on society and young people's social skills.

3. **Part 3 (60 minutes)**
   6. Round table discussion: the teachers will take part in a round table discussion with some playing the role of police, lawyers, psychologists, etc. Everybody is encouraged to ask questions from the panel of "experts" and give comments about what they have read or heard.
   7. Teachers (including the ones who played the roles of police, lawyers, psychologists, etc.) will have to come up with 5 important suggestions about what could be or should be done at schools to ensure that students respect human rights when using the Internet.

4. Conclusion 8. The teachers express their comments about the day and what they found important (you may want to use a short feedback sheet for this purpose.). Also, they express what is necessary in order to develop strategies for media literacy in order to deal with human rights in using the different programs of Web 2.0. 9. Lastly, teachers will be informed about the WebQuest they have to do in order to think about the strategies they must develop in the next meeting: Work for a week at home, and using a WebQuest you will have to visit web pages to search for examples (virtual and non virtual) in order to compare the characteristics of the page with what you read or heard from the specialists in relation to human rights. 10. Teachers will use a platform to communicate and discuss issues, sharing their experiences, ideas and conclusions during this week of reflections.	
▶ **Tips to trainers:** ➢ Check the links to the videos and/or bring enough copies of the experts' texts. ➢ Prepare the round table discussion so that everybody gets involved and contributes to the discussion (e.g. 6 people at a round table: 1 "lawyer", 1 "psychologist", 1 "policewoman" and 3 or 4 teachers being themselves. Depending on the number of your participants, repeat the same set-up at the next round table.)	
▶ **Debriefing/reflecting:** ➢ The teachers will be asked to write a short composition highlighting problems they found in the way Web 2.0 is used by their own students and possible solutions they have come up with and want to experiment with. Ideally, at the end of the training sessions these texts should be published or at least bound in a ring-binder and disseminated to ensure that more teachers can read about the insights gained during the training.	

Session 3 Elaboration of strategies to teach good online habits to students

Part 1	Part 2	Part 3	Reflection
30 minutes	60 minutes	30 minutes	30 minutes

Total: 150 minutes

	Notes
▶ **Specific aims:** ➢ to develop strategies to bridge the gap between proper online activities implemented at school and our students' home use of Web 2.0 tools ➢ to understand the need and design methods to develop media literacy and respect for human rights simultaneously among students and colleagues	
▶ **Resources:** ➢ Mind-mapping software ➢ Computer with Internet connection and a projector	
▶ **Grouping:** 🖋🖋🖋 🖋🖋 (whole class) 🖋🖋🖋 (group work) 🖋🖋🖋 🖋🖋 (whole class)	
▶ **Instructions/procedure:** 1. **Part 1 (30 minutes):** 1. Brainstorming with the participants in order to point out what are, from the two other days, the main topics we have to work on, according to the local and international situation. What seems to be the most important principles we must focus on to develop strategies to develop better media literacy skills among the students? What are the essential issues we must deal with?	

2. Brainstorming, for a second time, to decide on efficient ways for "human rights and web 2.0" to be introduced in schools. This could include ideas such as :
   - write and to distribute a list of good habits, a kind of "Top 10 Rules" that will help students to respect human rights
   - find practical ideas to introduce this new type of knowledge and education in the curriculum or specific courses / activities at schools
   - plan specific projects to this end for colleagues and/or students
   - ...
3. Participants select the best ideas that are feasible and useful in their contexts.

2. Part 2 (60 minutes):

4. Groups of 3 or 4 participants will be formed. Each group chooses one or two ways raised by the brainstorming and they describe how they will use those to develop a project in their class.
5. Teachers must find ways to help students to become aware of bad behaviours in using Web 2.0 tools during the project they are planning to implement. They must also give specifications for their project: What are the main aims? When to start? How long will the project last? Where? Who will be involved? What will be the major outcomes?
6. The small groups will present what they planned to the rest of the participants in order for all to see the repertoire of proposals.

3. Part 3 (30 minutes):

7. Use the platform or blog created earlier in order to coordinate the work in progress and to enable participants to exchange ideas about the projects. It will also be a nice way to build a network interested in this topic.
8. Agree on a schedule and a timeline to develop the projects at the schools.

4. Part 4 (30 minutes):

9. Have participants fill in the same questionnaire they filled in the first day to see how much progress they made in terms of knowledge about the possibilities offered by the Internet and awareness of the risks of using Web 2.0 tools.
10. Encourage participants to file their questionnaires, handouts and compositions (and any other reflections) in a portfolio to document their professional development.

Evaluation and assessment

A month later teachers must send the trainer a progress report and an evaluation of the training (see sample in Appendix 4) via the platform or blog to describe how things have worked out with their students and what they feel they themselves learnt from this experience.

References

- Anderson, P. (2007). *What is Web 2.0? Ideas, technologies and implications for education*. Technical report, JISC. (Date retrieved: Feb 28, 2010 from http://www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf)

- Council of Europe "The European Convention on Human rights" (Starting Points for Teachers) can be retrieved from: http://www.echr.coe.int/ECHR/EN/Header/Basic+Texts/The+Convention+and+additional+protocols/The+European+Convention+on+Human+Rights/

- Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillian.

- Richardson, W. (2009). *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Corwin Press.

- Solomon, G. & Schrum, L. (2007). *Web 2.0: New tools, new schools*. International Society for Technology in Education.

Appendix 1:

Questionnaire for Web 2.0 - Teachers
Instructions: Please tick (√) where necessary or answer the questions according to your knowledge or experience.

School: Gymnasium ☐   Lyceum ☐

Sex: Male ☐   Female ☐

Age Group (years):   21-25 ☐   26-30 ☐   31-35 ☐   36-40 ☐   41-45 ☐   46+ ☐

Academic qualifications:

---

1. How long have you been using the Internet?

    Less than 1 year   ☐

    3 years   ☐

    More than 4 years   ☐

2. Do you have a personal Web page?

    Yes   ☐   ☐ No

3. The only way for you to communicate via the Internet is just through e-mails.

    Yes   ☐   ☐ No

4. Have you ever heard the word Web 2.0? If yes, write **where** and **when**?

   Yes ☐   ☐ No

   _____

5. What kind of Web sites do you use and why?

   _____

   _____

6. Are there any new programmes that you have heard other people using?

   _____

   _____

7. Do you know what programmes teenagers use?

   _____

   _____

8. Are you a "visitor" on the Internet or a "participant"?

   _____

   _____

9. Do you publish or express your opinion on the Internet and how?

   _____

   _____

10. Can somebody find information about you on the Internet?

   _____

   _____

   Thank you for your time and for completing this questionnaire.

Appendix 2:

Questionnaire for Web 2.0 - Pupils
Instruction: Please tick (√) where necessary or answer the questions according to your knowledge or experience.

Sex: Male ☐   Female ☐

Age Group: 10-12 ☐   13-14 ☐   15-16 ☐   17-18 ☐

1. Where do you most frequently use the Internet from?

   At school ☐   At home ☐   At other place: _____

2. How long do you use the Internet during the day?

   Less than 1 hour ☐   1-2 hours ☐   3-4 hours ☐

   More than _____   I do not use it every day ☐

3. The purpose(s) you mainly use the Internet for?

   Research ☐   Entertainment ☐   Education ☐   Communication ☐

4. Do you believe that the Internet helps you to improve your personal life? If, yes, in what way?

   _____

   _____

5. Do you use programmes on the Internet in order to stay connected with your friends? If yes which programmes?

_____

_____

6. Do you have a personal profile on the Internet like Blog, Facebook or MySpace etc. If yes, explain why.

_____

_____

7. Do you participate in forums/chats on the Internet? Do you use your name or a nickname in this kind of communication? Explain why.

_____

_____

8. Do you have many identities on the Internet?

_____

_____

9. Do you use fake information about you when you communicate with others?

_____

_____

10. Do you watch or download films on the Internet? How many during a month?

_____

_____

11. Do you listen to or download music/songs on the Internet? How many during a month?

12. Do you give any personal information about you and your family on Internet?

13. Are you a member of any virtual community? If yes, write what your actions there are.

14. Do you play interactive games with other people on the Internet?

15. How can you describe your life without the Internet?

Thank you for your time and for completing this questionnaire.

Appendix 3:

Task sheet for WebQuest

Introduction

There is a new philosophy of programs now on the Internet. The use of them has changed the way of life of all users. As a teacher you must find out what the philosophy of the programs that are well known as Web 2.0 is.

- What is Web 2.0?
- What can you now do?
- What are the new opportunities?
- How can they be used by people of different ages?

Task:

1. In order to build this new knowledge you must investigate the use of web 2.0 through a scenario based on the habits of a family whose members use the Internet in many different ways.

2. You are going to work in 4 groups and each one will follow the steps of one member of the family. You are asked to search 5 programs: 2 of them are common with other groups but they present different uses of the programs.
   In order to organise the presentation you have to find out and explain
      - how it works
      - what the use of the program is
      - what the advantages/disadvantages of the program are.

3. 3. For each program on the Internet that the family uses, there are links that will help you to explore the different ways in which they use them. Print the questions below to help your group stay organised and help you for your presentation.

Choose the person whose use of the Internet you are going to explore.
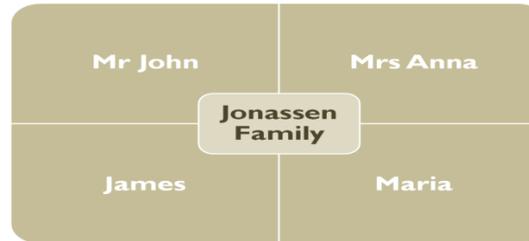
Mr. John Jonassen

Profile: He works for a big company and he is responsible for communication. He is 50 years old and he is married to Anna. They have 2 children.

At work he deals with the Internet in many ways:

- He has to go to the [facebook] page of his company to check if anybody has visited the page, if somebody has asked any questions and also to puts some announcements for the new products and also for the events they are planning.
  What is Facebook? http://el.wikipedia.org/wiki/Facebook
  Statistical information: http://www.facebook.com/press/info.php?statistics

- He has to go to [skype] for a video conference with his boss who is abroad and they must talk about a problem that has appeared.
  What is Skype?
  http://www.youtube.com/watch?v=m1mflr-kQlk
  http://www.youtube.com/watch?v=zWq7n4w3cq4&feature=related
  http://en.wikipedia.org/wiki/Skype

When he returns home he also use the Internet in other ways:

- He goes to the [ebay] website to see if his old laptop has been sold or if any good dealings have come up.
  http://ebay.about.com/od/gettingstarted/a/gs_whatisebay.htm
- Then he visits some blogs to read about football and he adds some comments.
  What is a blog? http://www.youtube.com/watch?v=NN2I1pWXjXI

- He checks on flickr if there are some new pictures about this sport.
  What is Flickr? http://www.flickr.com/tour/

Mrs Anna Jonassen
Profile: She is a doctor and she uses the Internet for her work but also for pleasure.

- She uses skype in order to speak to her older son who studies in London
What is Skype?
  http://www.youtube.com/watch?v=m1mflr-kQlk
  http://www.youtube.com/watch?v=zWq7n4w3cq4&feature=related
  http://en.wikipedia.org/wiki/Skype

- She has her own Blog and she writes a professional diary there everyday. She looks at the comments others write on her Blog.
  What is a blog? http://www.youtube.com/watch?v=NN2I1pWXjXI

- She has just come back from a conference in Italy and she is going to publish some photos on flickr
  What is Flickr? http://www.flickr.com/tour/

- She is going to del.icio.us to find new recipes. In the past she published her favourite webpage on cooking.
  What is del.icio.us?
  http://websearch.about.com/od/dailywebsearchtips/qt/dnt0412.htm
  Visit del.icio.us http://delicious.com/popular/food

James Jonassen
Profile: He is a 13-years-old school boy.
He is an Internet addict and he has just come back from a trip in London with his school!

- He is going to facebook to add some new friends that he met in his trip.
  What is Facebook? http://el.wikipedia.org/wiki/Facebook

Meeting people on line: http://personalweb.about.com/od/easyblogsandwebpages/ss/facebook.htm

- He is publishing a new song which he wrote in
http://www.myspace.com/kois87

- He plays on line with others. The game is called AA.
Learn about this game: http://en.wikipedia.org/wiki/America's_Army
Watch the game: http://www.youtube.com/americasarmy
http://www.youtube.com/americasarmy#p/c/A86462FEB869D7E9/0/EG95LxW6RaE

- He is going to upload some videos he took with his camera in
What is YouTube: http://en.wikipedia.org/wiki/YouTube
http://www.youtube.com/watch?v=d2PbdlzAVKs

- He has to finish a project and he is going to search for a historical figure. That's why he is visiting

Learn about the characteristics of this program:
http://en.wikipedia.org/wiki/Wikipedia

Maria Jonassen

Profile: She is 16 and her computer is never disconnected from the Internet.
She loves music and fashion.

- She is going to see her friends in
What is Twitter: http://en.wikipedia.org/wiki/Twitter
Learn more: http://www.youtube.com/watch?v=ddO9idmax0o&feature=fvw

- She is going to chat with her best friend in   Yahoo Messenger.
Read about this program http://en.wikipedia.org/wiki/Yahoo!_Messenger

Visit the web page http://messenger.yahoo.com/features/chatrooms

- She likes designing and she is visiting ✖GirlSense™ to get some ideas. She already runs a shop there!
http://www.girlsense.com/premium/press/index.pl
- She wants to make some changes in her appearance and she is going to upload a photo of her in TAAZ program:
See how this program works
http://static.taaz.com/taaz-18feb-1144/
Learn about this program
http://www.squidoo.com/taaz

- She will download a fashion show that she wants to watch using **You Tube** Broadcast Yourself
What is YouTube: http://en.wikipedia.org/wiki/YouTube
http://www.youtube.com/watch?v=d2PbdlzAVKs

Appendix 4:

Sample evaluation sheet and progress report

Looking back over the training sessions, please note down...

1) Something (an activity or assignment) you found particularly useful (please say why):

2) Something that you feel was missing from the training, or didn't get enough attention:

3) Something you liked about the way the sessions were run / organized:

4) Something you would change in the way the training was run / organized:

5) Something you learned during this training:

6) Something you plan to implement in your own teaching as a result of this training:

7) Something (an activity/idea/approach) you have already used in your own teaching:

Thank you!