Pestalozzi

Media Literacy (ML)

Experiencing Web 2.0 as learning and teaching tool

by

Author: Angelos Vallianatos – Greece
Editor: Pascale Mompoint-Gaillard

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Last edition: **April 2012**

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Education and human rights *via* media literacy

Expected outcome
➔ To invest young people hopes for education by developing new educational practices.
➔ To discuss and explore the educational uses of Web 2.0 and social networking.
➔ To be practically aware of limits and different perspectives of Web 2.0.
➔ To broaden educational skills towards new learning and teaching environments.
➔ To confirm the relevance of human rights in education.

Target group

Type of training	School level	Subject area
Ex: Initial and in-service training	Primary and secondary	Religious education, all subjects

Brief description of the unit
The course aims to inform teachers about Web 2.0 and discuss with them its educational uses in a practical and experiencing way. Participants will be introduced to different Web 2.0 tools and will be motivated to collaborate, choose and use one of them as a learning and educational tool. Lack of experience will be faced through group work. Using Web 2.0, the session presents human rights, discussing contemporary matters, and creates opportunities to cooperate in using the above in educational practice; it introduces examples that can be used in class while widening teachers' perspectives and skills, towards the creation of a participatory, inclusive, communicative and safe learning environment. Although he course is focused on religious education, the training session can be adapted to other contexts and subject matters.

Methods/techniques used
Cooperative learning, online collaborative work, online research, immersion in online environments

Time   10 hours in session, 4 weeks of online work

Activity 1	▶ 210 minutes
Activity 2	▶ 2 weeks
Activity 3	▶ 210 minutes
Activity 4	▶ 2 weeks
Activity 5	▶ 180 minutes

Tips for trainers (or teachers):
- ➤ Prepare guides, lists, possibilities, be open to enrich material through common work
- ➤ Check your links!
- ➤ Timing is important, brakes are valuable

Resources

List of websites, videos	Appendix 1
List of web tools, youth activism and social networking	Appendix 2
Human rights education resources	Appendix 3
Videos for forum discussion	Appendix 4
Four corner technique for evaluation	Appendix 5
National education law, examples of curricula, and syllabi	
Online platform	

Activity 1 Approaching Web 2.0: Introduction, contents, educational possibilities

210 minutes

	Notes
▶ **General aim:** ➢ To be informed about Web 2.0; ➢ To understand the use of social networking ; ➢ To discuss about possibilities of Web 2.0 educational implementation. ▶ **Specific aims:** ➢ To involve non experienced teachers in Web 2.0 issues through group work and discussion; ➢ To discuss positive and negative approaches.	
▶ **Methods /techniques used:** ➢ Jigsaw	
▶ **Resources:** ➢ Links to videos (appendix 1) ➢ List of social networking sites and tools ➢ Online platform, (Moodle or other)	
▶ **Practical arrangements:** ➢ You will need at least 1 computer per 3 participants. Set up the room for group work.	

▶ Instructions/procedure:

➢ The trainer presents the session, its aims and procedures, and gives the participants a list of videos (appendix 1)

Step1 (60 minutes)
- Participants are divided in either 3 groups of 3, or 4 groups of 4, or 5 groups of 5, etc, depending on the number of people in the group. In this training unit, we will use the case of 4 groups of 4 participants:
- Each group receives one video, different from the other groups' videos. (see appendix1)
- Groups watch the video. And then answer the questions:
  1. What are the main characteristics of this Web 2.0 feature?
  2. What impact can it have on learning (in terms of content, of process, of access, etc.)?
  3. What skills these social networks develop in its users?
- Groups break up and recompose in groups of 4 composed of one member of each of the previous group, following this pattern:
  o A1,B1,C1, D1
  o A2,B2,C2,D2
  o A3,B3.C3.D3
  o A4,B4,C4,D4
- Participants now share what they have learned in the previous group using the answers to the 3 questions above. Groups discuss the similarities and differences in their answers.
- Participants recompose the initial groups. Give the groups 5-10 minutes to discuss what they have experienced in the ABCD groups.

Step 2 (40 minutes)
- Debrief on the group work: each group give 2 or 3 major points of their reflection in groups.
- The trainer conducts a whole group discussion: show the videos (appendix 1-step 2)
- After each video, lead a short discussion on the possible implications and uses of social networking in education.

<u>Step 3 </u>(60 minutes)
- In pairs, participants put out ideas about different uses of Web 2.0 and social network in teaching and propose certain Web 2.0 tools for certain uses.
- Circulate in pair to give ideas, motivate participants and give input if necessary.
- Pairs create an A4 to summarise the ideas, they have come up with.
- A4s are posted on the wall and participants are invited to read some of the ideas provided by their colleagues.

<u>Conclusion:</u>
- The trainer presents the online platform where participants will discuss and form groups during the following week (10 minutes)
- The facilitator takes digital pictures of all the materials produced during the session.

▶ **Tips to trainers (or teachers)/anticipated difficulties:**

➢ Be informative, provide facts; on the other hand, be careful not to impose ideas.
➢ Have prepared ideas about Web 2.0 positive and negative aspects to motivate the discussions.
➢ Be aware of the specific knowledge, skills and needs of participants. Make sure you don't pair participants who feel uncomfortable with IT, bridge the gaps!

▶ **Debriefing/reflecting:**

➢ Have participant write down on a sticky note one thing that they learned during the session.
➢ They stick the note on the wall near the doorway.
➢ Invite the group to read a few notes before they leave.

Activity 2   Searching for young people thoughts – Cooperating in a Web 2.0 environment

2 weeks

	Notes

▶ **General aim:**
  ➢ to reflect on the use of new media in teaching activities
 	
▶ **Specific aims**:
  ➢ to develop knowledge, understanding and familiarity to media;
  ➢ to explore uses of Web 2.0 by young people;
  ➢ to experience an online collaborative work.	

▶ **Resources:**
  ➢ Material presented and created during the first meeting
  ➢ Information (websites, articles, videos, blogs) about youth and social networking (appendix 2)
  ➢ Added material by participants	

▶ **Practical arrangements**: ➢ Participants will work individually and online in groups during the week. Apart from online cooperation, if an online meeting is necessary, meeting hours will be decided by the group members	

▶ **Instructions/procedure:**
  ➢ The facilitator uploads, on the online platform, all the digital pictures of the materials produced in the previous session.
  ➢ Inform participants that during the week they will need at least 10 hours of online work
  ➢ The facilitator outlines the tasks and the deadlines:
    - Participants are to research young people uses of Web 2.0, concerning a youth movement event of their choice.
    - Participants choose a Web 2.0 tool (e.g. blog, wiki, social network, messaging, chat room, gaming,	

virtual environment etc…) to work with. - Participants discuss the use of Web 2.0 in education, present and debate their ideas on the platform. ➢ The facilitator helps or decides in forming groups, launches discussions…	
▶ **Tips to trainers (or teachers)/anticipated difficulties:** ➢ Propose ideas ➢ Be ready to guide and take decisions ➢ Be controversial	
▶ **Debriefing/reflecting:** ➢ How much do we know and how can we find out the learners' use of Web 2.0 ➢ What are the positive and negative aspects of using Web 2.0 in learning and teaching? ➢ How can we face lack of time and skills in using Web 2.0 as educators? ➢ To what extent do we involve learners in organising and preparing Web 2.0 activities? ➢ Will student be receptive to this media for teaching?	

Activity 3   Are human rights an issue when using Web 2.0?   210 minutes

	Notes
▶ **General aim:** ➢ To link human rights and the use of Web 2.0 environments in teaching ▶ **Specific aims:** ➢ To know and understand the international frameworks of human rights ➢ To detect and confirm the necessity to develop human rights elements within Web 2.0 uses ➢ To link human rights to teaching in schools ➢ To design lessons and experience social networking in school	

▶ **Methods/techniques used:** ➢ Role play	

▶ **Resources:**
    ➢ *Compass* http://eycb.coe.int/compass/en/contents.html
    ➢ Documents relative to human rights from the CoE, the UN websites (appendix 3)
    ➢ The preamble of the national education law on content and purposes of education
    ➢ Examples of syllabus or curriculum in different subjects	

▶ **Practical arrangements:** ➢ Depending on the activity you chose to implement from the *Compass* handbook, you will have to arrange the room for the activity. Then the room need to be set up to accommodate group work.	

▶ **Instructions / procedure:**
    ➢ The facilitator pilots an activity chosen from the CoE's youth programme *Compass* handbook.
 	
    ➢ Handout to participants the documents relative to HR (appendix 3), the preamble of the national education law on content and purposes of education. Give participants time to read.
 	
    ➢ The trainer leads a whole group debriefing of the *Compass* activity on human right issues that connects to education in general and teaching in particular. Teachers are to link it with their own subject matter.
 	
    ➢ Teachers can be grouped following different criteria: subjects matter, mixed experience with web 2.0, gender balance, disposition to innovate, personal affinities, etc…
 	
    ➢ In groups of 4, participants are to discuss:
      - how human rights are a critical element for Web 2.0 use (15 minutes)
      - how the integration of web 2.0 tools in teaching can support respect for diversity classrooms (15 minutes)
      - outline a lesson plan using their selected Web 2.0 tool and noting the human rights articles respected (45 min)	

	Notes

➢ The groups organize their online work for the following week (30 min):
  - Design and action plan (aims, process, timeline, distribution of tasks, resources, evaluation…)
  - Make sure the result of this session work will be transferred to the platform
 	
➢ The facilitator presents the online discussion :
  - "What kind of xxx lesson do young people need?" (Note: each teacher relates the xxx by their subject matter)	

▶ **Tips to trainers (or teachers)/anticipated difficulties:** ➢ Don't distribute big texts, prefer notes and pictures. ➢ Be there to inspire groups.	
▶ **Debriefing/reflecting – Follow up activity:** ➢ Explore and make a list of hopes and failures of the educational system; ➢ Human rights as a common base in education; ➢ Compare: traditions – majority beliefs – human rights; ➢ What certain "DOs and DON'Ts", show respect for diversity in schools?	

Activity 4   What kind of lessons do young people need?
          How can Web 2.0 tools support these needs?

2 weeks

	Notes
▶ **General aim:** ➢ To invest young people hopes for education by developing new educational practices ▶ **Specific aims:** ➢ To recognize human rights as a common base for education ➢ To explore methods and techniques, that meet the needs and experiences of learners ➢ To widen the experience of using Web 2.0 as a learning and teaching tool	

▶ **Methods/techniques used:** ➢ Online collaboration, participation on discussions on platform	
▶ **Resources** ➢ Material presented and created during the second meeting	
▶ **Practical arrangements:** ➢ Participants will work individually and online in groups during the 2 weeks.	

▶ **Instructions/procedure:**
  ➢ Show the videos *'what makes a bad lesson'* and *'student perspective on teaching'*. Lead a 2 day discussion forum on the videos.
  ➢ Launch the groups work. Each group follows their action plan, devised during the previous session, to work in groups preparing the design of a example/lesson using Web 2.0. tools.
  ➢ At the end on the second week they focus on the presentation of the lesson in order to present it at the final meeting.
  ➢ Meeting hours will be decided by the group members	

▶ **Tips to trainers (o teachers) / anticipated difficulties:** ➢ Advice participants to log in the platform at least once per day	

▶ **Debriefing/reflecting:**
  ➢ Ask participants to reflect on the process they have been through during the 2 weeks:
  - What benefit did they get out of working online
  - Was the work participative and was participation equal
  - What were the limits of the online collaboration?
  - What are the lessons learned that can be useful for them when they implement web 2.0 resources in their teaching?	

Activity 5 Our lesson plans

180 minutes

	Notes
▶ **General aim:** ➢ To gain critical knowledge on Web 2.0 and educational use; ➢ To be practically aware of the limits and different perspectives of Web 2.0; ➢ To experience different evaluation methods. ▶ **Specific aims:** ➢ To create a bank of ideas for teaching and learning with web 2.0 in the classroom	
▶ **Methods/techniques used:** ➢ Exhibit/gallery	
▶ **Resources** ➢ Participants' presentations ➢ A bell	
▶ **Practical arrangements:** ➢ Set the room up for adequate wall space, and space for moving around	
▶ **Instructions/procedure:** ➢ Participants present the outcome of their work in a gallery tour, described in detail below. ➢ Each group posts their lesson plan on the wall. Make sure there is enough space between posters so that groups can speak simultaneously without bothering each other. Each group divides in 2: A and B.	

> ➢ During the first round of the tour the A members of the group stay by their posted activity and play the role of the 'gallery guide' presenting the lesson to visitors; groups B are visitors. The facilitators ring a bell every 7 minutes. When the bell rings visitors move on the next poster. The tour continues until group B are back to their initial position.
>
> ➢ Now start the second round of the tour: groups switch and A members will now act as visitors and B members will act as guides. Proceed the same way as in the first round.

▶ **Tips to trainers (o teachers) / anticipated difficulties:**
  ➢ Make sure you explain the whole activity in detail before you start the gallery tour.
  ➢ Have one participant repeat the procedure before you start.
  ➢ Go around an listen in on the presentations during the tour at you convenience so that you are aware of the content of participants work results.
  ➢ Back in a whole group, facilitate a discussion on the examples/lessons (see debriefing)

▶ **Debriefing/reflecting:**
  ➢ What ideas came across as
    - the most creative?
    - the most realistic and easy to implement?
    - the most engaging for learners?
    - the most adaptable to different subject matters?
    - …
  ➢ How can we critically approach the Web 2.0 use in educational practice?
  ➢ What did the course miss?
  ➢ How can we follow up?

Evaluation and assessment

➢ Evaluation based on four corners technique (appendix 5)

Write the position statements for the activity that correspond to what you wish to evaluate. For example:
- o *'The used of Web 2.0 tool would not be possible in my classroom'*
- o *'Students prefer to keep social networks for the private, playful use and not for learning in school'*
- o *'I don't feel knowledgeable enough to use web 2.0 in my teaching'*
- o *What I like the best is how web 2.0 will change my role in the classroom'*
- o *Teachers using new media in their teaching need to accept to relinquish some of their power'*
- o *'I have learnt many new things in this course'*
- o *'This course has made me more positive toward new media and it's benefits for learning.'*
- o *Etc.*

References

➢ "COMPASS" - A manual on human rights education with young people ISBN: 92-871-4880-5, Council of Europe, May 2002

Appendix 1:

Activity 1

Suggestions for videos on Web 2.0 implication on learning and teaching:

1st step:

➢ *Common Craft "Our product is explanation* @ www.commoncraft.com:

- o *Social Networking in Plain English* http://www.youtube.com/watch?v=6a_KF7TYKVc&NR=1

- o *Blogs in Plain English* http://www.youtube.com/watch?v=NN2I1pWXjXI&feature=channel

- o *Wikis in plain English* http://www.youtube.com/watch?v=-dnL00TdmLY&feature=channel

- o *Social media in plain English* http://www.youtube.com/watch?v=MpIOClX1jPE&feature=channel

2nd step:

➢ *Did you know?* http://www.youtube.com/watch?v=pMcfrLYDm2U

➢ *Steve Spangler - How to be an Amazing Teacher* http://www.youtube.com/watch?v=pcmMaGGQvX0

➢ *Web 2.0 what motivates learning?* http://vodpod.com/watch/161078-web-2-0-what-motivates-learning

➢ *Technology In the Classroom* http://www.youtube.com/watch?v=al8lQSGaHYA&feature=related

➢ *Viral Education 2.0* http://www.youtube.com/watch?v=nX8LTMf_c8Q&feature=related

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Appendix 2:

Activity 2

Suggestions for websites, articles, videos, blogs) about youth activism and social networking

- **Youth Movement Mapping Project** http://www.freechild.org/movementmap.htm
- **Gay, Bisexual, Lesbian, Transsexual, Transgendered, Queer, or Questioning** http://www.amplifyyourvoice.org/youthresource
- The April 6 *Youth Movement* – Egypt Elections http://egyptelections.carnegieendowment.org/2010/09/22/the-april-6-youth-movement
- **Alliance for youth** http://www.livestream.com/allianceofyouthmovements and http://www.livestream.com/guide/search?search_tag=youth
- **Global voices** http://globalvoicesonline.org/2009/10/01/usa-mapping-dream-act-online-youth-movements
- **A controverse on wiki** http://en.wikipedia.org/wiki/Talk%3AWorldwide_LaRouche_Youth_Movement

Appendix 3:

Activity 3

- The universal declaration of human rights http://www.un.org/en/documents/udhr
- Simplified Version of the European Convention on Human Rights http://www.hrea.org/learn/tutorials/europe/treaties/simplified-echr-en.html
- Coe resources for human rights education: **http://book.coe.int/EN/index.php?PAGEID=165&lang=EN**

1 European convention on Human Rights

Simplified version of selected articles from the European Convention on Human Rights and its protocols:

ACTIVITIES

Please note that this simplified version is included for educational purposes only and takes its inspiration from the simplified version of the Universal Declaration of Human Rights produced by Amnesty International and others.
The only texts which have a legal basis are to be found in the official published versions of the Convention for the Protection of Human Rights and Fundamental Freedoms and its protocols.
You can find details of where to obtain the full text on sheet E.

Summary of the preamble:

The member governments of the Council of Europe work towards peace and greater unity based on human rights and fundamental freedoms.
With this Convention they decide to take the first steps to enforce many of the rights contained in the Universal Declaration of Human Rights.

Article 1 - Obligation to respect human rights

States must ensure that everyone has the rights stated in this Convention.

Article 2 - Right to life

You have the right to life.

Article 3 - Prohibition of torture

No one ever has the right to hurt you or torture you. Even in detention your human dignity has to be respected.

Article 4 - Prohibition of slavery and forced labour

It is prohibited to treat you as a slave or to impose forced labour on you.

Article 5 - Right to liberty and security

You have the right to liberty.
If you are arrested you have the right to know why.
If you are arrested you have the right to stand trial soon, or to be released until the trial takes place.

Article 6 - Right to a fair trial

You have the right to a fair trial before an unbiased and independent judge. If you are accused of having committed a crime, you are innocent until proved guilty. You have the right to be assisted by a lawyer who has to be paid by the state if you are poor.

Article 7 - No punishment without law

You cannot be held guilty of a crime if there was no law against it when you did it.

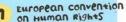**Article 8 - Right to respect for private and family life**

You have the right to respect for your private and family life, your home and correspondence.

Article 9 - Freedom of thought, conscience and religion

You have the right to freedom of thought, conscience and religion. You have the right to practise your religion at home and in public and to change your religion if you want.

Article 10 - Freedom of expression

You have the right to responsibly say and write what you think and to give and receive information from others. This includes freedom of the press.

1 European convention on Human Rights

Article 11 - Freedom of assembly and association

You have the right to take part in peaceful meetings and to set up or join associations - including trade unions.

Article 12 - Right to marry

You have the right to marry and to have a family.

Article 13 - Right to an effective remedy

If your rights are violated, you can complain about this officially to the courts or other public bodies.

Article 14 - Prohibition of discrimination

You have these rights regardless of your skin colour, sex, language, political or religious beliefs, or origins.

Article 15 - Derogation in time of emergency

In time of war or other public emergency, a government may do things which go against your rights, but only when strictly necessary. Even then, governments are not allowed, for example, to torture you or to kill you arbitrarily.

Article 16 - Restrictions on political activity of aliens

Governments may restrict the political activity of foreigners, even if this would be in conflict with Articles 10, 11 or 14.

Article 17 - Prohibition of abuse of rights

Nothing in this Convention can be used to damage the rights and freedoms in the Convention.

Article 18 - Limitation on use of restriction of rights

Most of the rights in this Convention can be restricted by a general law which is applied to everyone. Such restrictions are only allowed if they are strictly necessary.

Articles 19 - 51

These articles explain how the European Court of Human Rights works.

Article 34 - Individual applications

If your rights contained in the Convention have been violated in one of the member states you should first appeal to all competent national authorities. If that does not work out for you, then you may appeal directly to the European Court of Human Rights in Strasbourg.

Article 52 - Inquiries by the Secretary General

If the Secretary General of the Council of Europe requests it, a government must explain how its national law protects the rights of this Convention.

Article 1 of Protocol No. 1 - Protection of property

You have the right to own property and use your possessions.

Article 2 of Protocol No. 1 - Right to education

You have the right to go to school.

Article 3 of Protocol No. 1 - Right to free elections

You have the right to elect the government of your country by secret vote.

Article 2 of Protocol No. 4 - Freedom of movement

If you are lawfully within a country, you have the right to go where you want and to live where you want within it.

Article 1 of Protocol No. 6 - Abolition of the death penalty

You cannot be condemned to death or executed by the state.

Article 2 of Protocol No. 7 - Right of appeal in criminal matters

You may appeal to a higher court if you have been convicted for committing a crime.

Article 3 of Protocol No. 7 - Compensation for wrongful conviction

You have the right to compensation if you have been convicted for committing a crime and it turns out that you were innocent.

Article 1 of Protocol No. 12 - General prohibition of discrimination

You cannot be discriminated against by public authorities for reasons of, for example, your skin colour, sex, language, political or religious beliefs, or origins.
[Please note: at the time of printing, this protocol is not yet in force]

THE European convention on Human Rights

COUNCIL CONSEIL
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Appendix 4:

Activity 4

➢ **What makes a bad lesson**

http://www.youtube.com/watch?v=4K_AZyqFwtI&feature=autoplay&list=PL12F996FF6994098E&index=2&playnext=2

➢ **Learners' perspectives on teachers** http://www.youtube.com/watch?v=tV-V4q-ix7U&feature=related

Appendix 5:

Activity 5

Evaluation

The four corners strategy enhances individual participation, active listening, verbal communication, critical thinking, and decision-making skills in the classroom or training context.

Even though it is used here for evaluation purposes, it is interesting to stress that it can also be used to reinforce course content, to clarify values, and to develop an understanding of differences in values and opinions. Not only does it encourage learners to participate in activities by making decisions, it encourages learners to cognitively justify their decisions.

➢ Preparation

- o Create four large signs with the following phrases - STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE.
- o Place the signs in the four corners of the classroom.
- o Clear the corners and sides of the room by moving chairs and tables to the center.
- o Prepare position statement(s) on an overhead or a poster to be used during the group activity.

- o The position statements should be expressed in such a way that they will be easily understood by the learners. For example, one position statement might read "The legal voting age in Europe should be lowered to 16." An example of a content-related position statement for a sociology/politics class on social deviance might read "civil servants and elected officials should resign immediately when convicted on charges of corruption."

➤ Present the position statements

- o Present the first statement using the overhead projector or a poster.
- o Give the learners time to read the statement.
- o Verbally repeat the question.

➤ Take a position

- o Ask the learners to move to the corner that best describes their feelings on the statement.
- o Tell the learners they may change corners at any time.

➤ Justification

- o Once all the participants have selected their corners, randomly call on learners one at a time to give simple, one sentence statements supporting their opinions on the position statement.

➤ Repeat or follow up

- o After an appropriate number of participants have given their statements, such that a diversity of opinions have been expressed, the instructor may present a new position statement and begin the process again, or the facilitator may follow up with a critical thinking activity; for example, breaking the class into four groups (corresponding to the four positions) and asking each group to prepare a short summary of the issue and their opinions; the summaries may be written or presented orally to the rest of the class.