



Digital Citizenship Education  
and Foreign Language Learning



Project Ref: 2020-1-DE01-KA203-005712

# Teacher Education Module for Curricular Integration at University

## Brief introduction/background

In the present proposal, a module is understood as a set of classes within a curricular unit, which focus on a specific topic. It is a self-contained, independent unit which comprises learning outcomes and activities designed to help the student accomplish certain well-defined objectives.

The proposed module focuses on Digital Citizenship Education (DCE) and involves 2 classes, lasting 3 hours each. The number of classes/hours can vary in each university and adaptations (e.g. tools used, strategies adopted) can be made to suit each university's particular context. The same applies in relation to adaptations needed in terms of concrete syllabi, exams or certification modes.

## Aims

This module aims at raising awareness among (future) foreign language teachers of the importance of digital citizenship competence for the well-being of young people. At the end of it, they are expected to:

- Understand the safety and wellbeing implications of using digital environments/technologies (e.g. managing data privacy, identifying inappropriate behaviour)
- Design learning activities, assignments and assessments which encourage and require students:
  - to manage their digital identities and reputation safely and responsibly;
  - to identify, prevent and react to inappropriate digital behaviours.

<b>1<sup>st</sup> class (3 hours)</b>			
<b>Activities</b>	<b>Tools</b>	<b>Process</b>	<b>Time</b>
<p>1- Diagnosis step (student's knowledge of DCE)</p> <ul style="list-style-type: none"> <li>- assess students' familiarity with the concept of DCE</li> <li>- act as motivator for the brainstorming activity</li> </ul>	<p>Any live polling tool (e.g. Slido, Kahoot)</p> <p>Initial questions</p> <p>Title: Digital Citizenship Education (DCE) [students should respond to each of the statements with YES / NO / DON'T KNOW]</p> <p>1. I am familiar with the concept of Digital Citizenship Education (DCE).</p> <p>2. I have had the opportunity to learn about DCE in my University studies so far.</p> <p>3. I feel I need to know more about Digital Citizenship Education (DCE).</p> <p>4. I consider Digital Citizenship Education DCE to be my responsibility as a (future) foreign language teacher.</p>	<p>The teacher shares the participation code with students</p> <p>The students fill in a short survey about the topic DCE</p> <p>The teacher and the students briefly discuss their thoughts on the results of the short survey</p>	10 min
<p>2 - Brainstorming on the concept of DCE</p> <ul style="list-style-type: none"> <li>- explore the concept of DCE and reach a consensual definition(s) within the group</li> </ul>			2 min
<p>2.1 – Getting familiar with the digital tool/platform</p>	<p><a href="#">Mural.co</a> (example created for the activity with PT students) We propose Mural.co to support the brainstorming activity for different reasons: visual collaboration features, real-time visual feedback, teamwork, data exportation as pdf, etc. The free plan includes up to 5 Murals; up to 50 members can be invited, no need to create an account to participate. However, other tools can be used for the brainstorming purpose, such as <a href="#">Miro</a> or <a href="#">Padlet</a>.</p>	<p>The teacher shares the (previously created) Mural with students</p> <p>After having all students on Mural, the teacher explains the brainstorming activity and gives time for students to explore the tool (e.g., learning how to create and move sticky notes, zoom in and out)</p>	5 min
<p>2.2 - Brainstorming activity designed to achieve a definition of DCE</p>		<p>The teacher discloses the problem statement (Area 1 of Mural) and students are invited to reflect upon it</p>	3 min
			10 min
			15 min

<p>2.3 – Discussing and voting</p>		<p>Students move into the brainstorming area (Area 2 of Mural) and share their thoughts/ideas (individually) work)</p> <p>Students group ideas into a single definition (Area 3) (depending on the number of students, this can be done in groups, pairs or individually; if individually each student share his/her own definition of DCE; if in pairs/groups and if online, consider using breakout rooms for students to discuss and create their definition; the dynamics adopted could be maintained throughout the module/activities)</p> <p>Students vote on a definition<sup>1</sup></p>	<p>5 min</p>
<p>3 – Exploring the Digital Citizenship Education Handbook (incl. comparing definitions)</p> <ul style="list-style-type: none"> <li>- explore the Handbook and compare and contrast the definition resulting from the previous activity</li> <li>- identify the competences/aspects included in Dimensions 5 and 6 of the Handbook</li> </ul> <p>3.1 – Focusing on Section 2 - Dimensions 5 (Health and well-being) and 6 (e-Presence and communications)</p> <ul style="list-style-type: none"> <li>- being aware of aspects that can affect wellness, e.g., online addiction, ergonomics and posture, and excessive use of digital and mobile devices</li> <li>- building and maintaining an online presence and identity</li> <li>- communicating and interacting online in a positive way</li> <li>- managing one’s data and digital traces</li> </ul>	<p><a href="#">Digital Citizenship Education Handbook</a></p>	<p>Students explore the handbook/framework using a handout (individual/pair/group work)</p> <p>Handout/guidelines for exploration should start by focusing on the concept of DCE/handbook as a whole (articulating with the results of the brainstorming activity) - Questions 1-5</p> <p>As a second step, the handout should guide students to explore Dimensions 5 and 6 in greater depth - Questions 1 and 2 (cf. guidelines on page 6 of this document)</p> <p>The follow-up activity (discussing what the handout explores) should focus on the topics defined in Dimensions 5 and 6</p>	<p>50 min</p>

<sup>1</sup> Tutorial for the voting session: <https://www.youtube.com/watch?v=LX24speZ0X8>; Support <https://support.mural.co/en/articles/2113758-run-a-voting-session>

<p>4 – Analysing examples of DCE activities for students</p> <ul style="list-style-type: none"> <li>- analyse online teaching resources/units</li> <li>- select, present and discuss teaching resources/units</li> </ul>	<p><a href="#">Online safety for kids: Your digital footprint and digital imprint</a></p> <p><a href="#">Online and On Guard: Is It Cyberbullying?</a></p> <p><a href="#">Digital Citizenship   Common Sense Education</a></p> <p><a href="#">DigCitCommit</a></p> <p><a href="#">Ciberwise</a></p> <p>Include also examples of some of the teaching units prepared for IO2</p>	<p>The teacher shares different online resources with the students (students are free to search for others) (individual/pair/group work)</p> <p>Students explore the resources/units and select one to be presented to the class (the presentation will follow a set of guidelines; e.g., School grade; Number of classes; Learning outcomes; Which topic does the resource/unit address? What would I change/add...?; What other resources would I use?)</p> <p>Handout/guidelines for exploration (proposal on page 8 of this document)</p>	<p>60 min</p>
<p>5 - Wrapping-up</p> <ul style="list-style-type: none"> <li>- review the activities and reflect upon their learning</li> </ul>	<p><a href="#">Mural.co</a></p> <p>However, other tools can be used for the brainstorming purpose, such as <a href="#">Miro</a> or <a href="#">Padlet</a>.</p>	<p>Students go back to Mural.co (or to the tool initially used) to share their thoughts about their learning (individual activity). E.g. What have I learned today?</p>	
<b>2<sup>nd</sup> class (3 hours)</b>			
<p>1 – Designing a teaching unit</p> <ul style="list-style-type: none"> <li>- design a teaching unit and reflect collectively on the learning process</li> </ul>	<p>Template for the teaching unit prepared for IO2</p>	<p>Based on the resources explored in the previous class and some autonomous work carried out in between classes, students choose a topic and develop a teaching unit following the template provided (pair/group work)</p>	<p>1h20</p>
<p>2 – Presenting the teaching unit to the class</p>	<p><a href="#">Blendspace</a></p> <p>We propose Blendspace for the creation/presentation of the teaching units. However, students can opt for any other tool with the exception of Powerpoint.</p>	<p>Students register on the platform and create the corresponding lesson(s) for their teaching unit</p> <p>Students present their teaching unit to the class</p> <p>Each presentation is followed by a moment of discussion and suggestions for improvement</p>	<p>1h30m</p>
<p>Evaluating the module</p>	<p>Any survey tool (e.g. Limesurvey, Google Forms)</p>	<p>Students fill in a short survey about their experience with the module/comprehension of the topic</p> <p>Introduction to the survey: Based on your experience with this module, please answer the following survey. Your opinion is valuable for the improvement of the module.</p>	<p>10 min</p>

		<p>1. This module helped me understand more about the concept of Digital Citizenship Education (DCE).</p> <p>totally agree ... agree ... undecided ... disagree ... totally disagree</p> <p>2. The module structure was clear and well organized.</p> <p>totally agree ... agree ... undecided ... disagree ... totally disagree</p> <p>3. The topics covered (e.g. safety and wellbeing implications) were sufficient to develop my interest in DCE</p> <p>totally agree ... agree ... undecided ... disagree ... totally disagree</p> <p>4. I would expand the module to include more topics</p> <p>totally agree ... agree ... undecided ... disagree ... totally disagree</p> <p>4.1. I suggest the following additional topics (open question)</p> <p>5. The activities included in the module were engaging</p> <p>totally agree ... agree ... undecided ... disagree ... totally disagree ...</p> <p>5.1. Please indicate which activities (e.g. using Mural, brainstorming the concept, exploring resources such as the Handbook or Teaching units, etc.) helped you learn more about the topic. Please, tell us why.</p> <p>5.2. Please indicate which activities (e.g. using Mural, brainstorming the concept, exploring resources such as the Handbook or Teaching units, etc.) you found least useful to your learning. Please, tell us why.</p>	
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

		<p>6. I believe all language teachers should include Digital Citizenship Education (DCE) in their classes. Yes/No. Please, tell us why.</p> <p>7. I would like to learn more about Digital Citizenship Education (DCE). Yes/No. Please, tell us why.</p>	
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## Module: Handout/Guidelines for Activity 3 (1st class)

### Group Work

**Instruction:** The participants are divided into two groups (randomly assigned). Each group receives instruction on their joint work (1) to examine a handout (PDF version), (2) to discuss the provided questions, and (3) to agree upon a way to present in brief their findings for other groups.

**Timing:** 50 minutes (35 minutes for the group work; 15 min for group reflections)

**Publication to examine:** Richardson, J., & Milovidov, E. (2019). *Digital Citizenship Education Handbook. Being Online. Well-being Online. Rights Online*. Strasbourg: Council of Europe.

### Instructions for Group Work

**Task 1:** Examine the handbook titled “Digital Citizenship Education Handbook” by Richardson and Milovidov (2019).

**Task 2:** Discuss the following questions:

1. What is the target audience of this handbook?
2. What is the aim of this handbook? Is it clearly presented?
3. How is this handbook structured?
4. Which dimensions are of a high value for you as future foreign language teachers? Why?
5. How has this handbook helped you to understand what *digital citizenship* and *digital citizenship education* is? Does it present clear definitions? How the presented definitions correspond to what we discussed and voted for in the beginning of the session?

**Task 3:** Section 2 of the handbook focuses on well-being online. Study the Dimension 5 “Health and Well-being” (pp.70-76) and Dimension 6 “e-Presence and Communications” (pp. 77-86). Then brainstorm and discuss the following questions in your group:



Digital Citizenship Education  
and Foreign Language Learning



Project Ref: 2020-1-DE01-KA203-005712

1. What topics and questions could be covered in your language lessons that are closely related to the ideas described in Dimension 5 “Health and Well-being” (pp.70-76).
2. What is meant by e-presence and online communication in Dimension 6 (pp. 77-86)? What kind of activities could be introduced in your language lessons to raise students’ awareness of their e-presence and online communication and to become safe and responsible digital citizens?

**Task 4:** Reflect in brief the findings and ideas generated to other groups.

## Guidelines for the analysis of the teaching resources

### Activity 4 (1st class) - Group Work

<b>Title:</b>	
<b>Target group (school grade, target language):</b>	
<b>Number of sessions:</b>	
<b>Brief description of the proposed activities:</b>	
<b>Reflection</b>	
<b>What would I change/add...?</b>  <b>What other resources would I use?</b>	
<b>To what extent does this OER (not) meet its learning outcomes (i.e. Digital Citizenship Education, language, Competences for Democratic Culture)?</b>	





Digital Citizenship Education  
and Foreign Language Learning



Project Ref: 2020-1-DE01-KA203-005712