Erasmus+

E-book about becoming a critical user of ITC

OUTPUT 04
EC Project Number: 2015-1-IT02-KA219-015438_4

ERASMUS+ PROJECT BEYOND AND LOUDER THAN WORDS

CONTENTS

1. Introduction

Why did we decide to include "Becoming a critical user of ITC" in our project? An extensive legal protection for children and young is a big challenge for schools and teachers. In both schools and homes, information and communication technologies are considered a tool for enhancing learning. However, the rapid diffusion and adoption of ITC in our daily lifes is not guarantee of improved learning outcomes. Teachers and students need to reflect on the benefits and drawbacks of the use of technology in order to make the right use of it.

Because of the amount of PCs or tablets in different classrooms the observation of each screen seems to be difficult and it is hard for the teachers to control what their students are watching or doing. It is absolutely necessary to foster responsibility in our students and make them aware of the dangers of the internet.

That is why we decided to work on a project called "Safer Internet and critical users of technology" in this project.

2. Why is critical thinking so important?

Both teachers and students have to develop a critical way of thinking towards information technology. On the one hand, teachers have to make the most of the online resources available but always bearing in mind there should be a balance between what content students are learning and the gaining of media competence at school. So the competent dealing with the risks and chances with this technology is a challenge for the teachers. In the meetings in Austria and Spain we dealt with the issues related to both teachers and students.

Parents expect from school that their children learn the competences they will need for their future. However, we need to be aware of the numerous advantages of using IT, which are obvious, but also about the overuse of technology for teachers and the dangers fo the internet for students. Among the different worries are the protection of private data, fake news and information, bullying in social media, sexting, etc.. These days names, addresses, telephone numbers and private photos are put in the net thoughtlessly. The result can be sexual harassment and cyber mobbing.

Recognizing real identity: getting to know somebody in the net and exchanging interests are an important motive for the young who use the internet. Nevertheless, there is a false intimacy very quickly. But for the children and young it is often very difficult to see through a pretended identity.

Evaluation for sources: The internet offers a lot of information to all possible items. So the pupils use it as a basic for presentations, homework and more. Not everything what is written in the internet is true. Children and young have to learn how to prove the content of the online sources. This has to be practiced at school by teachers.

As teachers we try to teach our students how to critically use technology, such as where to get and how to critically evaluate information, and how to weigh the possibilites and disadvantages of different communication media. Media and technological literacy is necessary, but how often do we critically evaluate our use of technology in our lessons? We cannot be blind to certain flaws and end in a technological trap. We have to make use of technology but without being dependent on it. In addition, we need to make sure our students are able to write, not only type and print, and they can take proper notes. Handwritten work is also to be paid attention to, otherwise, students can end up with very poor

note-taking capabilities for the future careers. They cannot hand in their work printed all the time, they need to write during their assessment and it needs to be practised. Much of the decline of handwriting in schools has been from a growing focus on electronic communication, word-processing and typing. It seems our love for computers has become a trap where soon most of us will not be able to make effective notes on something if we lose our phones or our batteries die? Our students demand the latest technology, and we ourselves have various passions for new, high-tech ways of doing things. However, we need to always ensure that we are bringing technology into the classroom to achieve educational outcomes, rather than because we are enamoured with the technology and its possibilities, with those becoming the ends in and of themselves.

That is why we decided to work on this and try to compare two ways of working with our students for two different kinds of projetc: a digital project and an analogical project.

3. How did we do it?

Every partner of the Erasmus project worked on this proposal and the results are published on our website.

We used no shared documents because the work of the partners are very different and belong to their own emphasis of the lessons. The activities are shown with videos in the website. You can see them under the headline "outputs" divided by each country.

In this e-book we show what each partner did and their results.

First, we will show the project which took place in Grazt, Austria.

4. Project in Austria part 1 "Safer Internet"

Neue Mittelschule Voitsberg, Austria

Title:	"Safer Internet"
Subject:	School project in the beginning of the school year of 2017/18
Time:	2 weeks 3 lessons a day – 10 days -30 hours project work parents evening 2 hours presentation of the project for all the pupils of the school
Teachers involved:	Several teachers , (ICT teachers , German teachers, class teachers, teacher for pupils with special needs 2 external experts from the organization "Safer Internet"
Classes:	3 classes of the 7th form
Age:	12 – 13 years
Materials:	PC , brochures for "Safer Internet", folder, paper, scissors, glue, cardboard for "quadramas"
Contents:	Topics: Right to one's own picture

The net doesn't forget anything
Chain letters
Cyber mobbing
Sexting

Addiction to using the mobile phone

Aims: To make the children aware of the dangers of using the internet.

To make them sensible to use the net more carefully.

To involve the parents to pay attention to their children what they

do in their freetime and how they use social media. Also to make

the parents themselves aware how to handle with social media.

To get information on this subject from external experts to emphasise the importance of becoming a critical user of social media.

Design a folder

Strategy: The pupils worked in groups of 3 or 4. They got a theme they had to work on

.They searched the internet and used the information from the brochures they got from the external experts.

Each group worked out pages on their subject to get at the end a folder with all the information all the groups had worked on.

Each class had a workshop with experts for four hours on the themes the
pupils were interested in.
The pupils designed "quadramas" which is a great way to consolidate
knowledge at the end of the project work. It's s a reflection tool to show the
contents of the subjects.
A quadrama is a pyramide made of cardboard which is open to four sides.
Here you can represent the contents of the subject in a figurative and three
dimensional way.
At this project the students also learned how to design a layout which looks
professional and interesting and how to make reference sources for text and
pictures.
At the end of the project there was a representation of the project for all the
students of the school in the assembley hall. This was also a challenge for the
students to talk about the project in front of many other students and it was
a chance for them to get used to speak in front of many other people. They
lost their shy on the stage and did their job very well.
There was one class in the project where there are pupils with "special
needs". They were involved in all the activities and learned a lot from the
other students who helped them wherever they could and they also were
willing to accept their help and learn from them.

Bibliography and Websources: Internet, brochures of the organization "Safer Internet"

Take a closer look to the folder made by the students:

(clic on the picture, the qr-code or on the link)

Projekt „Safer Internet"

der 3. Klassen
2017/18

https://read.bookcreator.com/5BOcwUuyQob6TDdJEJeTauha81x1/Gmz-rEXhQ9es_4t2B6lqoQ

Project "Safer Internet"

by Barbara Barry (Teacher)

Because of certain incidence within our school and the rise of the use of social networks among young people, our school felt the need to hold a project about safer internet. It took place over a two week period and involved three classes of year 7 (ages 12 to 13).

What surprised me most throughout the project was the students' knowledge and regular use of many social media platforms, as well as the amount of different accounts some of the students have on each platform. When the speaker from "Safer Internet" spoke about the laws and the risks of using social media, I was quite taken back by the reaction of the children and their lack of knowledge on the matter.

There were many positives to come out of the project:
• the students' motivation to learn more about the subject and to implement what they have learned over the two weeks.

• Their teamwork in presenting the project in front of the whole school. Two students from each class were given the task to present and everyone was included in creating the presentation.

• Even now six months on, as my class had the subject of cyber bullying, it is easy for me to remind the students about the consequences of certain actions, if a situation arises.

I would highly recommend such a project for other schools. I found, that the project made the students more aware of their actions and consequences of those actions on social media.

5. AUSTRIA

For the second part of the topic Becoming a critical user of the internet, we worked with the students of the 7th form (age 12-13) at the beginning of the schoolyear in our countries and them share what we have learned.

The beginning of teaching ICT in teaching started in 1980. The first step was to teach the teachers. With the beginning of the new millenium the aspect of safety became more and more important. Austria was the first European country which introduced ICT in schools by law for pupils from the age of 6 to 18. In the second meeting in Austria of this Erasmus project we spent a whole day at the University of pedagogy with Professor Dieter Langgner analysing the most important aspects.

https://read.bookcreator.com/5BOcwUuyQob6TDdJEJeTauha81x1/I5AZQPHGR1q2B8DSdQBbSg

Report for ICT Lesson (Austria)

Title:	Work with interactive maps and the book creator
Remark:	In this project there were two continual different main topics (interactive maps and creating an e- book) combined to a common project to use some resources (photos and so on) together.
Classes:	3a, 4a
Age:	13 and 14
Time:	7 lessons each 45 minutes
Materials:	paper, photos taken by pupils, photos from the internet, information by a historian
Aims:	The students created a "virtual guide" about their hometown. A historian joined the pupils on a tour through the town and the students got a lot of information of the sights of their town. The students took photos and then they created an active dynamic map by google maps which describes the sights in sound and vision. Additionally they made a multimedia document about their town by the "book creator"- Apple app). At the end they accompany a host school at a tour through the town.
Strategy:	2 lessons tour with a historian, taking photos and making videos 2 lessons making the multimedia "google maps" map 2 lessons making the e-book by the book creator 1 lesson tour and testing the app with the host students

Activities:	the same as "strategy"
Resources:	google maps manual, e-book tutorial

Outcome "City walk Voitsberg"   **Video "make of city walk"**

6. BELGIUM

Text-to-speech: ICT as an inclusion tool

Text-to-speech (TTS) is an assistive technology that reads digital text aloud. It's sometimes called "read aloud" technology.

Print materials in the classroom, like books and handouts, can create obstacles for kids with reading issues. That's because some kids struggle with decoding and understanding printed words on the page.

With a click of a button or the touch of a finger, TTS can take words on a computer or other digital device and convert them into audio. TTS is very helpful for kids who struggle with reading. But it can also help kids with writing and editing, and even focusing.

A reading disorder is characterized by trouble with reading despite normal intelligence. Different people are affected to varying degrees. Problems may include difficulties in spelling words, reading quickly, writing words, "sounding out" words in the head, pronouncing words when reading aloud and understanding what one reads. Often these difficulties are first noticed at school.

As a school, we think it's important to support these students. We want to support them with some exceptions, but also on a technical level.

We've tested several TTS options:
- Kurzweil

-Sprint

-iPad

7. THE NETHERLANDS

https://youtu.be/xGy9xNDEQus

Title	**Citytour in Amsterdam using Google maps**
Teacher	**Karlijn Biermans – English teacher and user of ICT education tools**
Teacher(s) involved	**Coordinators international work and Erasmus+ team teachers from Macedonia, Belgium, Italy, Spain, Austria and Greece. Group of 18 teachers.**
Participants	**Erasmus+ exchange students from The Netherlands, Macedonia, Belgium, Italy and Spain. Group of 40 students.**
Age students	**between 15-18 year old**
Time	**3 hours**
Materials	**Mobile**
Prerequisites	**internet (to be able to use Google maps)**
Aims (content)	**Students will learn about the important aspects of the city and get to know the city better.**
Used laguage	**English**
Activities	**This (English) city tour has been adopted by the School's History department and has been conducted 6 times already.** **5th form students who have chosen the subject walk around Amsterdam using their phones. This set route has been created in google maps; the risk of students getting lost is (almost) non-existent. to walk a set route through the city center and answer questions. The Students are divided into groups of five and are dropped along various points of the route. This is done by sending some groups clockwise and others counter clockwise, thus avoiding the scenario of groups simply following the one in front of them.** **Every point of interest is accompanied with a question or a quest to be answered by each group via WhatsApp. These test the ready knowledge of historical events and various historical periods.** **The use of WhatsApp guarantees the teachers know, who is where when. Often groups will have to send the whatsapping teachers (who provide instant feedback on the answered questions from a café that offers free wifi) proof that the group is still together (Picture) and if they are where they claim to be (Share location).**

8. MAZEDONIA

What is Quizizz?

Quizizz is a fun multiplayer classroom activity, that allows all your students to practice together. It's free to use and it works on all devices with browser, including computers, tablets and smart phones. Quizizz is available in many languages such as: English, Spanish, French, Dutch, Polish and Russian.

Creating Quizizz account

To create a Quizizz account, open https://quizizz.com/ in your favorite web browser, and click on the "Login" link in the website's header. When you see a login form and "Don't have account?" label, click on the "click here to sing up" button.

Enter your email, username and password you want to use. After clicking on the "Next" button you can choose your occupation and the institution you work in.

After creating your account you will be redirected to the Quizizz dashboard where you can start creating new quizzes or play some quiz from the big Quizizz database.

Creating Quizizz quiz

First, click on the "Create" button in the header of the dashboard. After

clicking it you will see the following screen where you should enter the

basic information about the quiz you are creating.
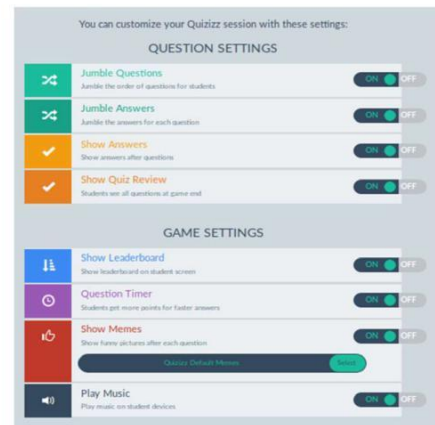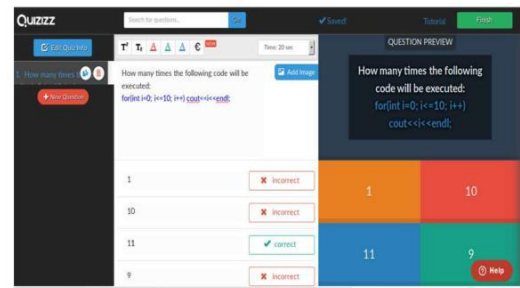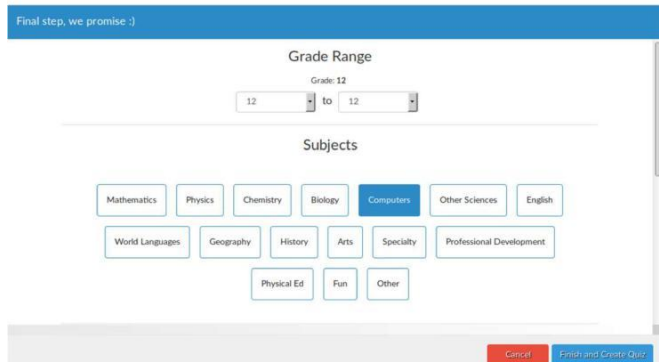
After clicking the "Done" button you can start creating the questions for the quiz.

Description of the fields: `1` `2`

1 – Basic text editor where you can stylize the basic styles of the question

2 – Time picker for time required for answering the question `4`

3 – Button you should click to mark the answer as correct

4 – Question preview area `5` `6`

5 – Add new question button

6 – Finish button `3`

After creating the first question add as many questions as you want with clicking the "New Question" button click the "Finish" button marked with number 6 and you will see a pop-up dialog where you should enter grade range for which the quiz is for.

Click on the "Finish and Create Quiz" button and the Quiz will be saved.

Playing the quiz

Select quiz you want to play from the "My Quizizz" menu, click on it and after that click the "Play live" button.

Before playing it live you can turn on and off some quiz features such as jumbling questions and showing and hiding leader board.

Click on the "Proceed" button and your quiz will be available for taking.

Ask your students to open join.quizizz.com on their computers, tablets or smart phones and enter the code you see on your screen.

When all your students will open the quiz click the "Start Game" button and they can start answering the questions.
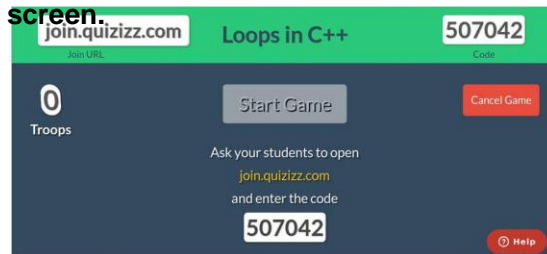
When all the students finish the quiz, automatic report will be generated with all the student's results.
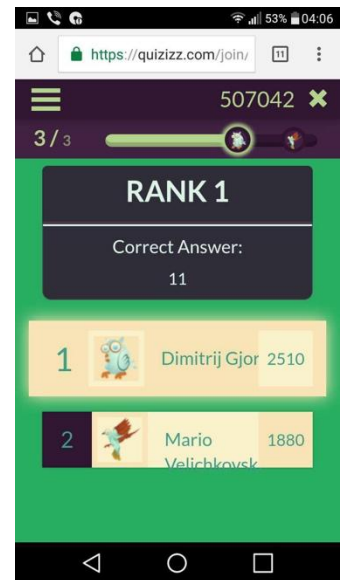
Conclusion

It's fun for everyone

Quizizz is really fun and interesting way to motivate your students to learn more. It offers automatically generating avatars, leader boards, themes, music and even memes.
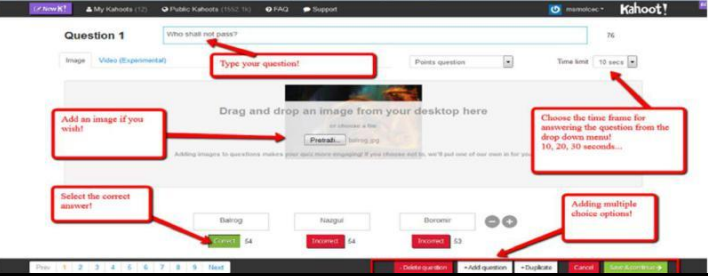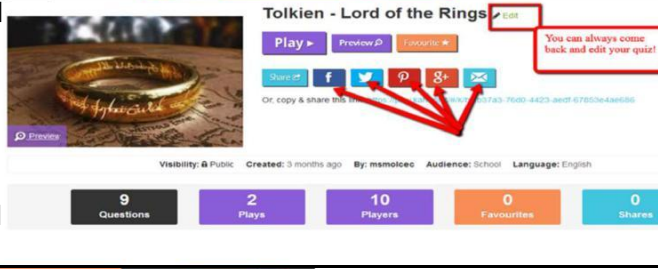
Creating quizzes takes only minutes

On the end the teacher gets great data

While your students are having a blast, you are provided with the detailed class and student-level data.

9. GREECE

School of Palekastro	Let's	Kahoot!
What is Kahoot?		A game that based on classroom's response system for creating QUIZES, DISCUSSIONS, SURVEYS
Two important websites:		**https://getkahoot.com/** **https://kahoot.it**
How does it work?		
Easy platform		
You can...	- add images and videos - edit your quiz when ever you want - share quiz directly on social networks	
When quiz is ready...		

Add the Room PIN **and your NAME**	
Students' names appear **and you are ready to** **start!**	**Image CREDIT:** **https://srahuff.wor** **dpress.com/2014/0** **4/16/kahoot/**
On the main screen **And** **On students' devices**	
Scoreboard, Quiz-list	

10. SPAIN

Title	La Pedriza: example of a protected ecosystem in the Community of Madrid.
Subject	Active learning class about: A protected area of the Community of Madrid: The ecosystem of La Pedriza: 1. Creation of a web page https://sites.google.com/s/0B6zT7hTu1YZXYlJUZDdKeFZFcUU/p/0B6zT7hTu1YZXYTJJc1B6b0tkUTg/edit?authuser=1 2. Creation of a dossier in the form of a book on the same argument. Included in Number 3.6 of our Compulsory History and Geography Curriculum
Teacher	Leandro Sánchez Garre, History Teacher
Teacher(s) involved	Elisa Álvarez, Biology Teacher
Class	ESO 1º C
Age	12-13 years old
Time	Student groups hasfour weeks to prepare the web and book presentation
Materials	Internet Book and computer, tablet, digital blackboard, maps, mobile phones
Contents	- Situation, physical environment, climate, vegetation and landscapes of your region: Ecosystem in La Pedriza. - The ecosystem of the Manzanares river in the high mountains. - History and cultural traditions of the surroundings of La Pedriza - Geomorphology of the Pedriza - Fauna and Flora
Prerequisites	- To know about Google sites - To know the school library and the municipal library in town.
Aims A. (Criterios de evaluación)	1. To know the limits, the situation and the main geographical features of La Pedriza ecosystem 2. To learn about the main climatic, vegetal and landscape

	characteristics of La Pedriza
	3. To comment images. The geographical landscape.
	4. To create and upload the information to a web page using only the information obtained in the network.
	5. To edit a book with information obtained by traditional means without looking up in the Internet
Aims B.(Learning standards: 3.3 National Curriculum)	1. Students know about the situation and the geographical extension of theur autonomous community, and its main geographical features. 2.Students can learn about the plants and landscapes climate variants of their region. 3. Students can explain images of geographic landscapes properly. 4. Students can upload information to a web page 5.Students can make a dossier in the form of a book.
Strategy and active work forms	Work in pairs; Oral explanation, Debate, Comments. The Active Learning Class methodology is followed. The teacher presents and introduces the activity as two differentiated tasks. The objective to achieve is the same but the means to reach it will be very different depending on the information used by each of the two large groups. Within the groups the tasks will be distributed in smaller groups The students prepare in class a previous presentation of the objectives to reach and the means with which they will count to realize it. At all times the teacher schedules and communicates in advance the duration of each activity, the sources to be used and the time available. The Internet search is done in the center's laptop room and the exhibition on the digital board of the class. The students elaborate in another space with the necessary material with the bibliography, the maps and the necessary materials the files that will compose the dossier / book The student must be the creator of the product and the learning that has led him to achieve it. The evaluation will be of the final product and not comparative.
Activities	School trip to visit the ecosystem of La Pedriza and prepare the photographs. A first group will create a web page using google sites On the template created by the teacher students will upload the

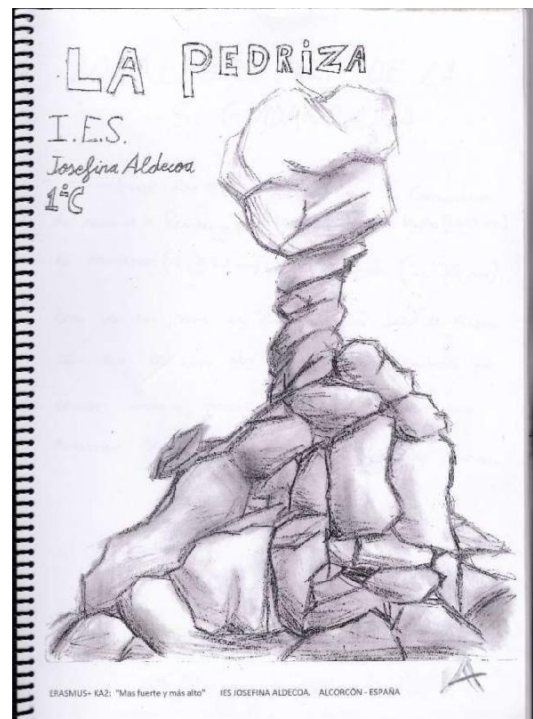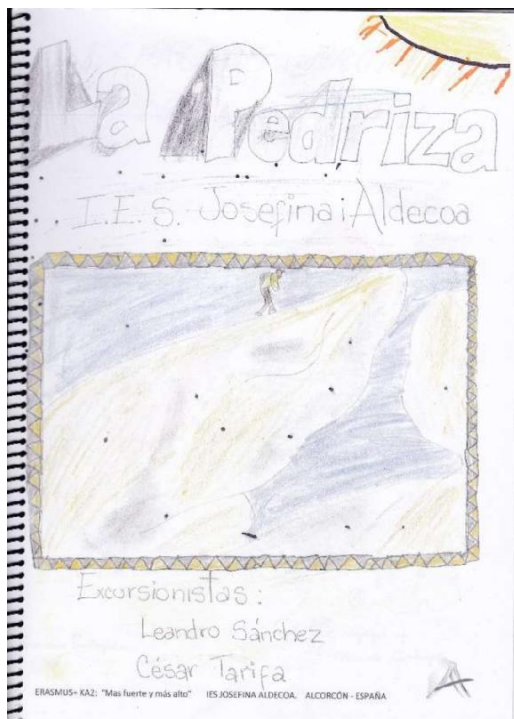|	
	materials prepared by them in the sections of: Home / Who we are Location / Accesses / Maps History and Culture / Monuments Biotope / Biocenosis / Crossword A second group will elaborate a booklet or brochure with the same information with original images by the students that participate in it. Discussion with the group about the value of what was done compared to what was shown by the other group. Conducting a joint test to the two groups on the degree of satisfaction and weak and strong points of the experience carried out comparing both products and sources of information (digital and analogical)
Bibliography and websources	Website of parque Nacional Sierra de Guadarrama: https://www.parquesierradeguadarrama.es/geologia-y-geomorfologia-de-la-sierra-de-guadarrama/ Blog about La Pedriza to gather information: http://lapedrizaalnatural.blogspot.com.es/p/la-pedriza-al-natural.html An example of a blog made by a 2nd ESO student: http://silviaubd.blogspot.com.es/2012/03/im-alive-but-im-losing-all-my-drive.html An example of blog for tourist purposes. The information you can get is more limited and the scientific quality much lower. http://www.turispain.com/blog/la-pedriza-del-manzanares/ The most popular website and we learn that not all in it is quality information. We learn they bibliography on the page and links are very useful. https://es.wikipedia.org/wiki/La_Pedriza - Martinez de Pisón, Eduardo et alii. En torno al Guadarrama. Comunidad de Madrid/ Ediciones La Libreria. Saavedra, Juan José. Historia y secretos de Manzanares el Real y la Pedriza. Ed Vicent Gabrielle. 2011

The outcome of the project will be found on:

https://sites.google.com/iesjosefinaaldecoa.es/josefina-aldecoa-1-eso-c/p%C3%A1gina-principal

ADVANTAGES OF WORKING WITH ITC FOR A PROJECT

✓ Finding information was easier, access to more information was granted and from any location (it was not necessary to go anywhere).

✓ Easier to work in a group because we could send the information by e-mail.

✓ Faster to do the project: select , copy and paste. The look of the final project is better. You can always have your project with you in your electronic device.

ADVANTAGES OF WORKING WITH BOOKS AND NO ITC.

✓ Easier to do the project because there are no technological problems. No distractions.

✓ You don´t need internet connection.

✓ You learn more because you don´t use "copy and paste" You have to read carefully and select the information you need.

✓ The information in books is more reliable.

✓ The information found is adapted to the level of the students.

11. References

(1) https://www.saferinternet.at/fuer-lehrende/

(2) https://www.saferinternet.at/cyber-mobbing/

(3) https://www.staysafe.at/

(4) https://bildung.bmbwf.gv.at/schulen/pwi/pa/saferinternet.html

(5) https://de.wikipedia.org/wiki/SaferInternet_Österreich

(6) http://www.computerbetrug.de/sicherheit-im-internet

(7) https://www.sicherheit-im-internet.com/

12. Conclusions

That ICT should be an integral part of the education system is no longer a matter for debate. Students must be provided with the opportunity to develop the competence required to equip them for life in a knowledge-based society, while teachers cannot afford to ignore the potential of ICT for enhancing teaching and learning in their classrooms. Yet achieving an appropriate level of integration of ICT in teaching and learning presents a number of challenges. These range from the provision of the necessary physical resources to issues of curriculum development and assessment and the professional development of teachers. Thus we should try to use ITC in schools but always take into account its risks and its benefits to enhance the learning experience of our students.