

Europeana Learning Scenario

Title

“Can I trust you?”

Author(s)

Sandra Troia

Abstract

The learning scenario focused on media literacy and is linked to the transversal discipline “civic education”. The teacher guides the students (12 - 13 years old) to reflect on the importance of processing information critically using qualified data and sources. The exposure of citizens to non-truthful information on a large scale is a great challenge that sees Europe occupied in numerous education contrast actions. In fact, the spread of online fake news in Europe is considered a serious threat to European democratic values and systems. At the center of the learning experience is the knowledge and verification of data and information relating to the phenomenon of human migration. Students are guided to verify their perceptions on the migratory phenomenon (gained through exposure to the media) and to deepen the knowledge of the migrant as a human being bearer of experiences and culture.

Keywords

migration, media literacy, data, fake news, digital citizenship.

Table of summary*Table of summary*

Subject	Citizenship education
Topic	Migration
Age of students	12 to 13
Preparation time	3 h
Teaching time	10 h



Co-financed by the Connecting Europe Facility of the European Union

Online teaching material	<u>Tackling online disinformation</u> <u>NatGeo Mapmaker</u> <u>Migration statistics</u> <u>Migration data in Europe</u> <u>Eurostat Statistics Explained</u> in Italian <u>Eurostat Statistics Explained</u> in English <u>Momondo – The DNA Journey</u> <u>Photovisi</u> <u>Linoit</u>
Offline teaching material	Printer, paper, color pen and pencils
<ul style="list-style-type: none"> • Europeana resources used 	<ul style="list-style-type: none"> • <u>Europeana Collection: Migration</u> • <u>Famous Migrants</u> • <u>Share Your Migration Story</u> • <u>Europeana Migration Collection</u> • <u>Il robot Numero Uno</u> • <u>Migranti siamo tutti</u> • <u>Immigrazione per necessita</u> • <u>Un giorno tornerò a casa</u>

Licenses

- **Attribution CC BY.** This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

Integration into the curriculum

Education for digital citizenship is inserted as a transversal element in the [curriculum of the Italian school of the first cycle](#) and in the [civic education subject](#) (acquire, consolidate, and enhance the ability to analyse, compare and critically evaluate the credibility and reliability of data sources, information and digital content). Moreover, this activity is in line with the indications of the [National Digital School Plan](#) - Action # 15 - Innovative scenarios for the development of applied digital skills.

Aim of the lesson

The aim of the learning activity is to guide the students to reflect on the importance of process information critically using qualified data and sources.

Outcome of the lesson

Students collaboratively design and produce a digital manifesto to spread the following message: "Media literacy is essential to counter the effects of disinformation campaigns and fake news spreading through digital media". They license the product and share it with hashtags #MediaLiteracyEuropeana.

Trends

Project-Based Learning, Collaborative Learning, Assessment.

21st century skills

The learning scenario is in line with the 21st century skills in particular with regard to the following:

KEY SUBJECTS & 21ST CENTURY THEMES (Civic Literacy): students get fact-based tasks, problems to solve and they work in groups.

LEARNING & INNOVATION SKILLS (Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration).

INFORMATION, MEDIA & TECHNOLOGY SKILLS (Information Literacy, Media Literacy, ICT Literacy): data, tools, software are online.

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

The students consolidate the digital competence as described in the European framework DigComp 2.1 (1.2 Evaluate data, information and digital content; 3.1 Developing digital content; 3.3 Copyright and licensing) and the personal competence, social and learning to learn (European framework LifeComp).

Activities

Name of activity	Procedure	Time
The learning scenario and the project	<p>The teacher introduces the concept of media literacy, to guide the students to reflect on the importance of process information critically using qualified data and sources.</p> <p>The teacher uses this digital resource to introduce the problem and the scenario.</p> <p>The teacher asks students to share their expectations regarding the learning experience.</p>	30 min
Famous Migrants	<p>The teacher guide students to select the photo of a famous migrant from the "famous migrants" section and invite them to collect information about the biography of this person using the internet.</p> <p>Using the platform students trace and mark on the map the movements that this person made in the course of his or her life.</p> <p>The teacher asks students to reflect on the learning experience and to share their observations.</p>	120 min
Media and public perception	<p>The teacher introduces a reflection theme "Media can play a fundamental role in influencing the public perception of migrants and/or in facilitating their integration".</p> <p>Entrusting the following task: Referring to the news you've learned through the media, does your perception indicate that the number of migrants currently in your country has increased or decreased?</p> <p>Compare your perception with that of your peers. Share your reflections in the digital bulletin board.</p> <p>The teacher asks students to reflect on the learning experience and to share their observations.</p>	60 min

Name of activity	Procedure	Time
Data	<p>The teacher guides the students to the consultation and reading of statistical data.</p> <p>Entrusting the following task:</p> <ul style="list-style-type: none"> • Consult this selection of sources, which you are strongly invited to integrate with others in your possession, to compare your perception and what the data from accredited sources "tell" • Source 1 • Source 2 • Is your perception of the number of migrants currently in your country in line with the data provided by the sources consulted? <p>Compare your perception with that of your peers. Share your reflections in the digital bulletin board</p> <p>The teacher asks students to reflect on the learning experience and to share their observations.</p>	60 min

Name of activity	Procedure	Time
Share your story	<p>The teacher guides to the consultation of the EUROPEANA platform with reference to specific sections "SHARE YOUR STORY OF MIGRATION"</p> <p>Watching video</p> <p>Entrusting the following task:</p> <ul style="list-style-type: none"> • Answer the question: do you think the initiative "SHARE YOUR HISTORY OF MIGRATION" is useful? For what purpose? • Share and compare your answer. • See the section in EUROPEANA dedicated to the "Migration day" held at the MUSEUM OF GRAPHICS in the city of Pisa • with a special focus on testimony: The Number One robot, We're all migrants, Immigration by necessity, Someday I'm gonna come home. • What reflections have these testimonies aroused in you? • Share and compare your answer using the digital bulletin board. <p>The teacher asks students to reflect on the learning experience and to share their observations.</p>	60 min
Create a manifesto	<p>The teacher guides the production of a manifesto on the theme of media literacy</p> <p>Entrusting the following task: Design and produce collaboratively a manifesto to spread the following message: media literacy is essential to counter the effects of disinformation campaigns and false news that spread through digital media.</p> <p>For the realization of the project you can use offline or online solutions (e.g. Photovisi)</p> <p>Grant your product a license to use and share it with hashtag #MediaLiteracyEuropeana</p>	120 min

Name of activity	Procedure	Time
Key competences	<p>The teacher guides the reflection of the learning experience focusing on the two key competences identified in the COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (digital competence - personal, social and learning to learn)</p> <p>The teacher asks students to share their observations in the following document.</p>	60 min

Assessment

The evaluation is carried out through the observation of the students' ability to solve tasks, of the level of autonomy demonstrated, of the cognitive domain put into action.

LEVEL	Complexity of tasks	Autonomy	Cognitive domain
Foundation	<i>Simple tasks</i>	<i>With guidance /Autonomy and with guidance where needed</i>	<i>Remembering</i>
Intermediate	<i>Well-defined and routine tasks, and straightforward problems / Tasks, and well-defined and non-routine problems</i>	<i>On my own / Independent and according to my needs</i>	<i>Understanding</i>
Advanced	<i>Different tasks and problems/ Most appropriate tasks</i>	<i>Guiding others /Able to adapt to others in a complex context</i>	<i>Applying/Evaluating / Creating</i>
Link to the source.			

Also, the formative assessment has as its reference the following descriptors (3 level of proficiency: bud - foundation, flower - intermediate, fruit - advanced according LifeComp framework):

- Readiness to review opinions and course of action in the face of new evidence, adjusting to available information.
- Awareness of another person's emotions and experiences.
- Cognitive understanding of another person's emotions and experiences, and the ability to proactively take their perspective.
- Responsiveness to another person's emotions and experiences.
- Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal contexts and in public settings.
- Fair sharing of tasks, resources and responsibility for a group project taking into account its specific aim adopting a systematic approach.
- Openness and curiosity to continuously engage in learning. Collecting valid and reliable information and ideas from diverse and reputable sources taking into account one's personal limitations, and potential biases in the data.
- Analysis, discernment, and synthesis of acquired data, ideas, cultural and media messages in view of drawing logical conclusions.
- Reflecting on and evaluating purposes, processes, outcomes and relationships in learning and knowledge construction, considering common and specific features across knowledge domains.

(The Personal, Social and Learning to Learn key competence Framework. Working document for the multi-stakeholder consultation of November 27th, 2019. Arianna Sala, Vladimir Garkov, Yves Punie, Marcelino Cabrera Giraldez - JRC Workshop paper in collaboration with DG EAC - November, 2019)

***** AFTER IMPLEMENTATION *****

Student feedback

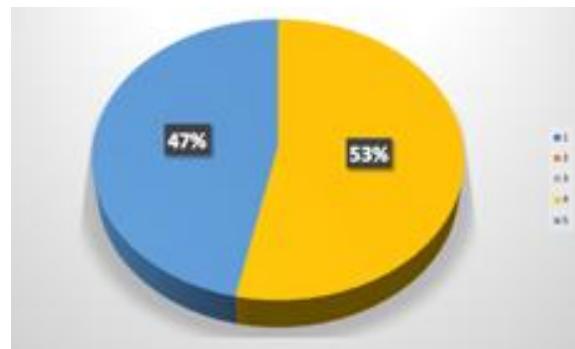
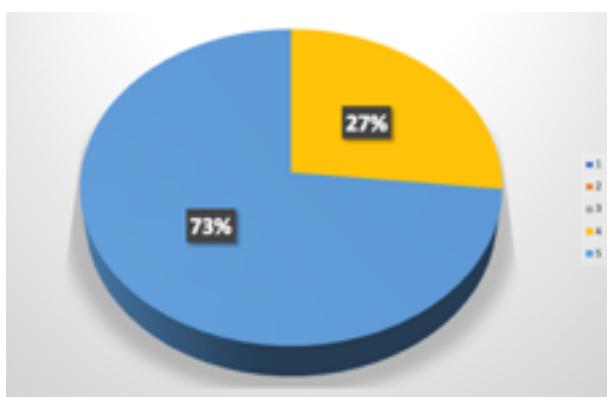
Students filled out an online questionnaire to appreciate the activity in which they were invited to highlight any critical issues and propose improvements.

Express your level of satisfaction with the learning activity carried out.

(less satisfied) 1 2 3 4 5 (very satisfied)

Express your level of interest in the learning activity carried out.

(less interested) 1 2 3 4 5 (very interested)



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

internet usage, I've learned new things, I had fun, teamwork, use technology at school to learn, be with classmates from different backgrounds, small group of students, group work in the laboratory

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

no weaknesses

Do you have any suggestions?

no suggestions, repeat the course, a longer course

Teacher's remarks

In my view, students need to be trained to verify the information they learn through the media. For the training intervention to be meaningful, it is necessary to actively involve the students through concrete tasks and direct consultation of qualified sources.

The consolidation of digital and personal, social and learning and learning skills should be integrated into all teachings. In fact, they are closely linked to what are called the "soft skills" that the Word Economic Forum identifies as the key competences of the near future.

About the Europeana DSI-4 project

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

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

Annex

<http://www.digscuola.eu/europeana2/>