

## Set 2- Ana Isabel García Espina

### ¿CREES TODO LO QUE VES EN INTERNET?

### DO YOU BELIEVE EVERYTHING YOU SEE ON THE INTERNET?



**Ages:** 12 - 15 years old



**Difficulty:** intermediate



2 partners



**Duration:** 10 sessions



**Tags:** Internet, web security, disinformation and fake news

#### **DESCRIPTION OF THE ACTIVITY:**

All students participating in the project work together to draw up a questionnaire about the conscious or unconscious use of the information that we find online. This questionnaire is then passed on to a representative sample of the educational community for further analysis of the results and a subsequent publication of the conclusions.

#### **OBJECTIVES:**

1. To analyze the behavior of the educational community regarding the use of information found on the web
2. To reflect, individually and collectively, on said behavior and to detect inappropriate practices
3. To create a change in individuals towards a safer use of the network

## KEY COMPETENCES AND CROSSCUTTING THEMES:

- Linguistic communication
- Digital competence
- Social and civic competences
- Mathematical competence
- Cultural awareness and expression
- Media education

## CURRICULAR CONTENT:

- How to create a questionnaire
- Graphic representation of results
- Analysis of results



## INCLUSIVITY:

All the phases of this activity are carried out in teams so that students help each other.

## EXPECTED FINAL PRODUCTS / RESULTS:

- Image of the results of an online questionnaire that can be hung up in each school to stimulate reflection on the subject matter
- Final products (brochure, booklet, poster, cardboard, *dos and don'ts*, digital file...) that will be subsequently presented to the school's management and include areas of improvement aimed at fighting against disinformation in the partner schools
- Poster that includes advice that can be shared on the school's eTwinning board

## CARRYING OUT THE ACTIVITY

The activity consists of several stages, most of which require collaboration and are carried out at an international or national classroom-group level.

### Step 1

Teachers of all the participating schools agree on how to group students into international teams. A table is drawn up that includes the team members and it is uploaded to the corresponding TwinSpace page created for this purpose.

Teams	Student Country 1	Student Country 2
1	Student_1_1	Student_2_1
2	Student_1_2	Student_2_2
3	Student_1_3	Student_2_3

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[How to create a page](#) in the TwinSpace

## Step 2

Teachers create a page with the name of the activity and add a TwinBoard and a discussion thread in the Forum.

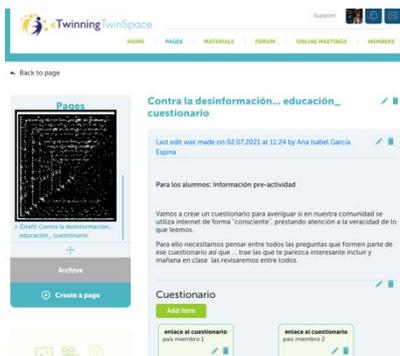


image 1

## Step 3

Creation of the questionnaire

- a. In each classroom-group made up of the students in each group (9<sup>th</sup> grade A, for example), questions that can be used to prepare the questionnaire are suggested. These questions should be aimed at finding out if the Internet is used in the local community consciously, unconsciously or in a way that is mindful of the truth.



image 2 – suggesting questions for the

questionnaire

- b. One or two students from each classroom-group are put in charge of taking notes and uploading the questions to the forum or to a shared document. Each country uses a different color.

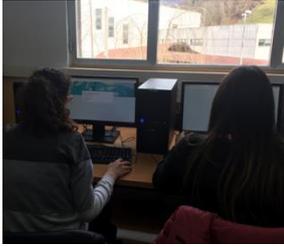


image 10

- c. All questions are reviewed and the 10 best questions are chosen for the questionnaire (together in each international classroom-group). To streamline the process, the decisions are made in the classroom: each classroom-group chooses five questions among those that were proposed by their peers from the other country.
- d. Finally, teachers prepare and share the online questionnaire; one for each participating country, but all with the same questions (national classroom-group). The link is put on the TwinBoard for easy access.

\*Obligatorio

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Sex \*

Male

Female

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Age \*

10-20

20-35

35-50

50-70

70plus

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1. Do you think you use technology responsibly? \*

Yes

No

image 3 – online questionnaire



Image 4 – links to the questionnaires on the

TwinBoard

## Step 4

### Asking the community

- e. Each student asks at least 5 family members or friends to fill out the questionnaire

## Bárbara

I interview my sister, she was very happy of answers my questions.



Image 5 - interviews of family or friend

## Azahara

They are the cleaners but they didn't want their faces to be seen



image 6 – interview in the local community

- f. In each school, the questionnaire is also passed on to a representative group of the student body

## Step 5

### Description and analysis of results

- g. In each classroom-group, the results are analyzed, a consensus is found and improvement points are determined. Two students are in charge of taking notes of everything. The teacher simply moderates the discussion.

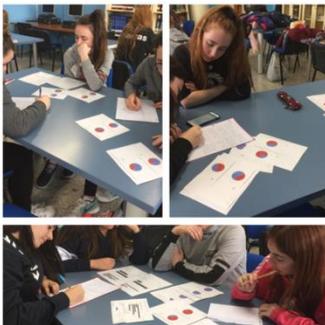


image 7 - analysis of the results

- h. A proposal is made to submit to the management, so that it can be studied and assessed in terms of how the proposal can be put into action.

Note: This activity is important not only for the project itself, but also for each specific school, so that each classroom-group can decide on how to present the proposal differently, depending on the characteristics and abilities of each group. That is, if, for example, the group loves to write and draw by hand, they can make a leaflet/triptych out of cardboard. However, if they are more technologically inclined, a video can be recorded. It is important to have some degree of flexibility that will allow for more creativity in the group.



image 8 – drawing up the proposal for the management

- i. The results and comments are published on the Twinboard, where they can be compared with those of the partner country.



bulletin board

image 9 – results shown on the

## Step 6

### Joint proposal

- j. Teachers create a forum with a different discussion thread for each international team

Note:  Tutorial: How to [create a Forum](#) in the Twinspace



image 11a - Forum

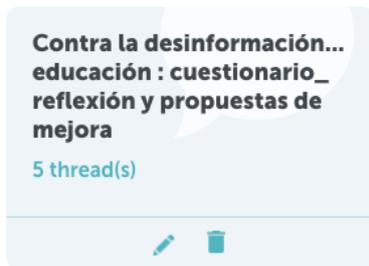


image 11b – Forum with discussion thread for each group

- k. Finally, *each transnational team* makes a poster that contains advice on how to improve the issues that were observed in the participating countries. Canva, Sway or Adobe Spark can be used, as well as any other tool that students are familiar with and choose to use. The forum is used for communication.
- l. The posters are shared on the TwinBoard but also printed on paper and posted on the school's eTwinning board.



				more, no less.			



\* Throughout the process, the teachers supervise and give advice, but allow the students the creative freedom that the activity requires.

### TwinSpace Examples

On the TwinBoard, all the different parts of the activity can be included, either with photos taken directly in the classroom, using a collage or uploading the videos recorded during the exhibitions:

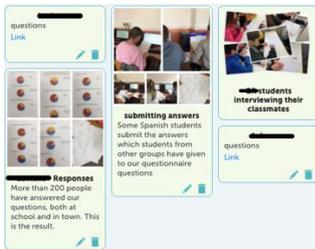


image 13 – summary of the activity on the TwinBoard



image 14 - video with the presentation in which the students of each classroom-group make a comparison of the results each member country of the project obtained



### TWINSPACE TOOLKIT / 2.0 EXTERNAL TOOLS:



Twinspace: twinboard, material, forum

## 2.0 EXTERNAL TOOLS

- [Microsoft word](#) (office 365)
- [Google forms](#)
- [Canva](#)
- [Adobe spark](#)
- [Sway](#)