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Final Version of Activity 2 - Set 1

Title: 9, SON 9 (9 is 9)



Ages: 12 - 15 years old



Difficulty: intermediate



Duration: 10 sessions

Tags:

Digital citizenship, netiquette, Internet and web security

DESCRIPTION OF THE ACTIVITY:

The students, grouped up into international teams, learn about the nine elements of digital citizenship.

OBJECTIVES:

1. To learn about the 9 elements needed to be a good digital citizen
2. To reflect on how important each of the 9 elements are
3. To disseminate the newly-acquired knowledge with the educational community of each participating school

KEY COMPETENCES AND CROSSCUTTING THEMES:

- Linguistic competence
- Digital competence
- Social and civic competences
- Media education
- Equal opportunities and Non-discrimination
- Health education

CURRICULAR CONTENT:

- Written and spoken comprehension and expression (in native or foreign languages)
- Drawing up diagrams or mind maps

INCLUSIVITY:

So that students with learning difficulties can better understand the written text, the document is provided in their native language.

For group work, creative liberty and respect for the work of other peers are encouraged.

EXPECTED FINAL PRODUCTS / RESULTS:

- Collaborative mind maps that explain each of the 9 elements of digital citizenship
- eTwinning corner. A common area is established in the school
- Online or physical games about the 9 elements

CARRYING OUT THE ACTIVITY

9 is 9 is a collaborative activity that consists of several stages and can be modified in terms of length, depending on the characteristics of the participating groups.

Step 1

A teacher introduces the 9 elements of digital citizenship. Next, a text that contains one of the elements is handed out to the students and they are grouped according to the element that have received, so that it can be analyzed and reflected on.



image 1, preparing the explanatory grid



[The 9 elements of digital citizenship](#)

Here are some other links that pertain to the subject and that can be used as a reference:



[Canary Island Government](#)



[Digital citizenship](#)

Step 2

Teachers create a profile for each student in the TwinSpace.



Tutorial: [How to invite students to TwinSpace](#)

Step 3

Teachers group students into international teams made up of students who have worked on a specific element. A grid is drawn up that contains the members of each team and is uploaded to the corresponding TwinSpace page created for this purpose.

	IES 1	Gymnasium 2	Skola 3	
Equipo 1	Alumno_1_1	Alumno_2_1	Alumno_3_1	
Equipo 2	Alumno_1_2	Alumno_2_2	Alumno_3_1	
	Alumno_1_3	Alumno_2_3	Alumno_3_1	



Tutorial: [How to create a page in Twinspace](#)

Step 4

Teachers open a Forum that shares the same title as the activity, and create a discussion thread for each international team.



Tutorial: [How to create a forum in Twinspace](#)



eTwinning TwinSpace

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Back to forums

9, son 9

foro para trabajar los 9 elementos en equipos internacionales

equipo 2
Elena, Fernando, Simon, Paul

equipo 1
Sara, Paul, Alfred

image 2

Step 5

Students learn more about their element on the Internet and look for examples that help them better understand. Improvement areas are also suggested. Afterwards, this information is shared in the forum discussion so they can interact with their teammates.

Recommendation: teachers can stimulate discussion in the forum with questions that help them get talking

Once each international team has a good understanding of their element and after having discussed it at length, the team members prepare a summary of the content in any format of their choosing (mind map, presentation, infographic, poster, brochure, leaflet, PDF document, etc...).

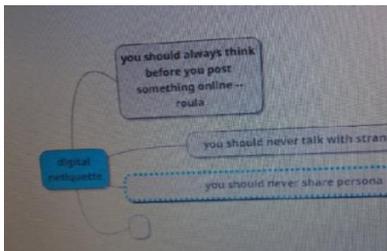


image 3 - digital mind map (work in progress)

Step 6

The students in each international group present the information to their classmates. All members of each group must be able to explain the information.

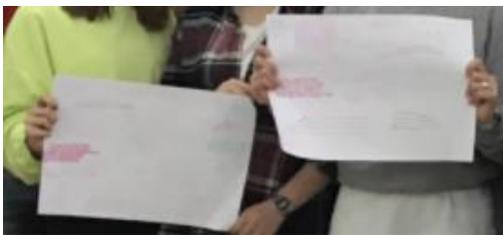


image 4, posters

Step 7

Once the elements have been explained, a small debate is opened within the **classroom group** to gather possible suggestions and more contributions related to each element.

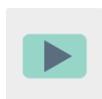
Afterwards, the students transfer these contributions to their international team's discussion in the Forum.

Step 8

One of the participating teachers creates a page with the title of the activity and adds a TwinBoard where the documents and materials of interest can be shared.



Tutorial: [Creating pages](#) in a TwinSpace



Tutorial: [How to create a TwinBoard](#) (2nd part of the video)

Step 9

Each international team completes its final product with the most recent contributions (mind maps, presentations, infographics, posters, brochures, leaflets, PDF document, etc.) and shares them on the TwinBoard.

Step 10

Each classroom group creates a game using Quizziz, Kahoot, Learningapps or another similar tool, in order to go over the information that has been gathered during the activity.



image 5

Step 11

To finalize the activity, teachers schedule a **videoconference** in which some of the previously-created games can be played.

One of the teachers records the session and shares it in the TwinSpace. Screenshots can also be taken during the session to document the meeting.

REMEMBER: the videoconference should be scheduled on the TwinSpace, but it is also a good idea to have a plan B in case there are any last-minute technical problems. The backup platform should be designated jointly with the other partners (for example, Hangouts, Google meet, Jitsi, etc.).



Tutorial: How to [program a videoconference](#) on Twinspace



image 6

Assessment

Teachers create a self-assessment and peer-assessment rubric for students.

Example of self-assessment sheet:

activity	tool used	date	I did well, I'm satisfied	I did it. No more, no less.	I did it, but not very well	I haven't finished yet	It's not done

Dissemination

Teachers print out the groups' final products and display them in the school's eTwinning corner so that the educational community can be aware of the importance of understanding the 9 elements of digital citizenship.

Whenever possible, the students give talks on what they have learned about the subject to other classes in the school.



image 7

Students explaining the information displayed on the bulletin board to others

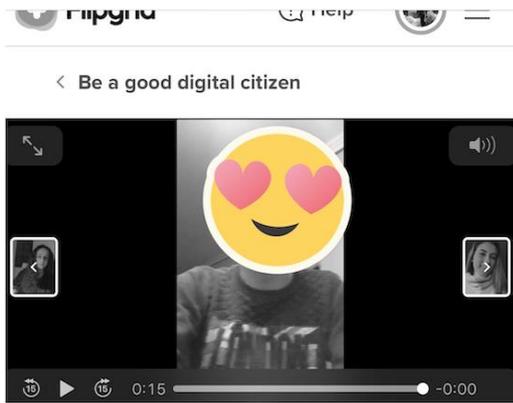


image 8

Video that contains tips about the element using Flipgrid

Recommendation: [Flipgrid](#) is usually considered to be a good option when video is used. Students from both countries can record their proposals and the videos can be shared and made interactive.



Tools

TwinSpace: TwinBoard, forum, videoconferencing

External:

[mindmup](#)

[popplet](#)

[mindmeister](#)

[kahoot](#)

[quizziz](#)

[learningapps](#)

[flipgrid](#)