

Facilitating Learners' Digital Competence

Second Mandatory Activity Template (Module 4)

YOUR TASK

Congratulations on completing this course! For your final activity, you will design a learning activity that integrates the skills developed across all four modules. This activity should support students in becoming responsible, ethical, and creative digital citizens. Use the template below to guide your work.

Specify the title, target audience, subject and the relevant learning objectives related to this activity.

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| Title | Designing a Responsible Digital Campaign |
| Target audience | Students aged 12-14 (middle school level) |
| Subject | Information and Communication Technology (ICT) / Social Studies |
| Learning objectives | <ul style="list-style-type: none">• To develop awareness of ethical online behavior and digital responsibility.• To foster collaboration and communication skills through teamwork and digital platforms.• To encourage creativity in designing impactful digital content.• To enhance problem-solving abilities in addressing real-world issues such as misinformation or online bullying. |

2. Develop a detailed learning activity that describes the steps students will follow, specifying how each stage uses digital technologies to foster, collaboration, communication, creativity and problem-solving. Include tasks to engage students in the creative design process, encouraging them to brainstorm and refine their ideas.

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| Describe the learning activity | <ol style="list-style-type: none">1. Introduction and Goal Setting:<ul style="list-style-type: none">• The teacher introduces the concept of digital citizenship and outlines the campaign's goals.• Students watch a short video on digital citizenship (e.g., via YouTube or a curated educational platform).• A brainstorming session follows where students identify key topics to address, such as online safety, ethical use of digital resources, and creative problem-solving.2. Team Formation and Task Assignment:<ul style="list-style-type: none">• Students are divided into small groups, with each group assigned a component of the campaign:<ul style="list-style-type: none">○ Team 1: Digital Poster Creation.○ Team 2: Video Production.○ Team 3: Blog Writing. |
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| | <ul style="list-style-type: none"> • The teacher provides guidance on group roles (e.g., designer, researcher, editor). <p>3. Research and Content Planning:</p> <ul style="list-style-type: none"> • Each group conducts research using trusted online resources (e.g., Google Scholar, educational websites). • Groups outline their content plans using collaborative tools like Google Docs or Microsoft Teams. <p>4. Content Creation:</p> <ul style="list-style-type: none"> • Groups use specific digital tools to create their outputs: <ul style="list-style-type: none"> ○ Canva: For designing engaging digital posters. ○ Adobe Spark or iMovie: For creating short, impactful videos. ○ WordPress or Blogger: For writing and publishing blog articles. • Students work together to ensure the message is consistent across campaign components. <p>5. Peer Review and Refinement:</p> <ul style="list-style-type: none"> • Groups share their drafts with peers using a shared platform (e.g., Google Drive or Padlet). • Students give and receive feedback through structured critique sessions, focusing on both content and design. <p>6. Presentation and Publication:</p> <ul style="list-style-type: none"> • Groups present their campaign materials to the class using Google Slides, Prezi, or Microsoft PowerPoint. • Final materials are published on a school website, social media, or a designated online platform. <p>7. Reflection and Evaluation:</p> <ul style="list-style-type: none"> • Students reflect on their learning experience by writing a short self-assessment or completing a survey. • The teacher evaluates the campaign based on creativity, collaboration, use of digital tools, and overall impact. |
| Describe the parts and digital technologies used to focus on collaboration and communication | <p>1. Brainstorming and Idea Sharing</p> <ul style="list-style-type: none"> ○ Digital Technology: Padlet Students use Padlet as a virtual brainstorming board to share their initial ideas for the digital citizenship campaign. Each group member can post suggestions, comment on peers' ideas, and vote on the most relevant ones. This fosters inclusivity and encourages collaboration in the ideation phase. <p>2. Group Discussions and Task Coordination</p> <ul style="list-style-type: none"> ○ Digital Technology: Google Meet or Microsoft Teams Virtual meetings are held via Google Meet or Microsoft Teams to discuss project progress and assign tasks. These platforms support real-time communication, enabling students to collaborate regardless of location. <p>3. Document Collaboration and Editing</p> <ul style="list-style-type: none"> ○ Digital Technology: Google Docs or Microsoft Word Online Students collaborate on shared documents to write blog drafts, create scripts for videos, and outline poster content. |

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| | <p>Features like real-time editing, comments, and version history allow group members to work simultaneously and provide feedback.</p> <p>4. Task Management and Communication</p> <ul style="list-style-type: none"> ○ Digital Technology: Trello or Slack Groups use Trello for task assignment and progress tracking. Tasks are visually organized on boards with deadlines, promoting accountability. Alternatively, Slack facilitates structured communication with channels for specific topics, ensuring clear group coordination. <p>5. Peer Feedback and Discussion</p> <ul style="list-style-type: none"> ○ Digital Technology: Google Forms or Kahoot For peer feedback, students use Google Forms to create surveys or reflection prompts, gathering constructive criticism. Additionally, interactive quizzes on Kahoot allow the class to evaluate the campaign materials in a fun and engaging way. |
| <p>Describe the parts and digital technologies used to focus on creativity and problem-solving</p> | <p>1. Design and Visual Creativity</p> <ul style="list-style-type: none"> ○ Digital Technology: Canva Students use Canva to create visually appealing digital posters and infographics. The platform offers a wide range of templates, fonts, and multimedia elements, allowing students to experiment with different design concepts. ○ Why Canva? It fosters creativity by providing intuitive tools for customization and empowers students to transform abstract ideas into impactful visual designs. <p>2. Video Production</p> <ul style="list-style-type: none"> ○ Digital Technology: Adobe Spark or iMovie For the campaign's video component, students use tools like Adobe Spark or iMovie to create engaging and professional-quality videos. They learn to storyboard, record, edit, and enhance videos with effects, music, and voiceovers. ○ Why Adobe Spark/iMovie? These tools enhance problem-solving by guiding students through the video creation process and encouraging creative storytelling. <p>3. Creative Writing and Content Development</p> <ul style="list-style-type: none"> ○ Digital Technology: WordPress or Blogger Students use WordPress or Blogger to write blog posts for the campaign. These platforms encourage students to craft compelling narratives while embedding multimedia elements like images, videos, and hyperlinks. ○ Why WordPress/Blogger? They allow students to practice digital publishing, emphasizing clarity and creativity in presenting their ideas. <p>4. Problem-Solving Through Workflow Organization</p> <ul style="list-style-type: none"> ○ Digital Technology: Trello Students use Trello to manage project tasks and workflows, |

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| | <p>ensuring deadlines are met and resources are effectively utilized. Teams brainstorm solutions for any bottlenecks or delays, collaboratively deciding on the best course of action.</p> <ul style="list-style-type: none"> ○ Why Trello? It enhances problem-solving by encouraging students to prioritize tasks, allocate responsibilities, and resolve conflicts in group settings. <p>5. Peer Review and Iteration</p> <ul style="list-style-type: none"> ○ Digital Technology: Padlet or Google Docs Students use Padlet or Google Docs to share drafts and collect peer feedback. They refine their work based on comments, solving problems related to unclear messaging or design flaws. ○ Why Padlet/Google Docs? These tools encourage iterative improvement, emphasizing problem-solving in response to constructive criticism. |
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3. Fill in the table below. Describe all the digital technologies you used and your reasoning. E.g. I included Padlet for collaborative brainstorming because it allows multiple users to contribute simultaneously, which fostered a team environment and helped organise ideas visually.

| Tool | Reasoning |
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| Padlet | Used for collaborative brainstorming because it allows multiple users to contribute simultaneously, fostering inclusivity and helping organize ideas visually. |
| Google Docs | Enables real-time collaboration and editing for writing blog posts and scripts, ensuring all team members can contribute equally and provide feedback efficiently. |
| Canva | Provides user-friendly tools for creating visually appealing digital posters and infographics, encouraging creativity in design. |
| Adobe Spark or iMovie | Used for video production, allowing students to experiment with storytelling, editing, and multimedia integration, enhancing their creative expression. |
| Trello | Helps students manage tasks and track project progress, encouraging accountability and problem-solving when meeting deadlines. |
| Google Meet or Microsoft Teams | Facilitates virtual meetings for team discussions and coordination, ensuring effective communication across the group. |
| WordPress or Blogger | Platforms for publishing blog posts, encouraging creativity in digital content creation and effective communication through writing. |
| Kahoot | Used for interactive peer feedback sessions, making the evaluation process engaging and helping refine final outputs. |

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