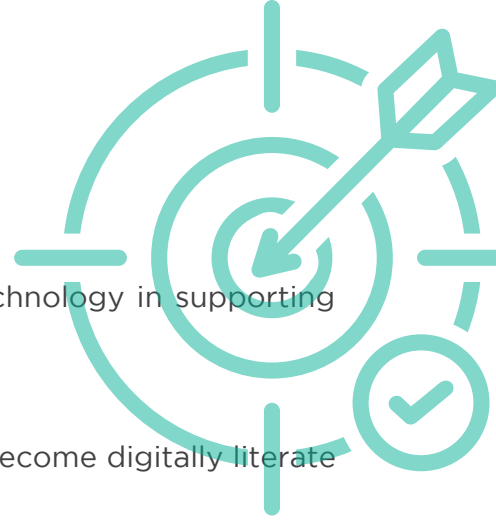# MODULE 3.3
EMBEDDING TEACHING WITH TECHNOLOGY

SUPPORTING STUDENTS DIGITAL LITERACY

OBJECTIVES

In this module, we will be focusing on how we can embed technology in supporting our students in this learning environment.

At the end of this module, you will be able to:
- Identify the important skills that students need to learn to become digitally literate and responsible digital citizens
- Create a learning plan that will support learners to become digitally literate and responsible digital citizens
- Share best practices by creating a learning circle within their school community.

# GETTING STARTED

Hi, Teach!

Welcome to a new journey where you will be expanding your learning on distance education. When the pandemic happened, we are forced to transition into distance learning and online education. This might have caused frustrations since we are forced to adapt to a new learning environment. In this module, you will be going through four (4) parts. The first three parts will be done asynchronously while the last one will be done synchronously as a culmination. Below is the schedule and the respective topics to be discussed:

Day 1: Digital Literacy for Students

Day 2: Students Interacting in the Digital World

Day 3: Motivating Proper Usage of Digital Media

Day 4: Sharing of Best Practices, Presentation, and Feedback (synchronous)
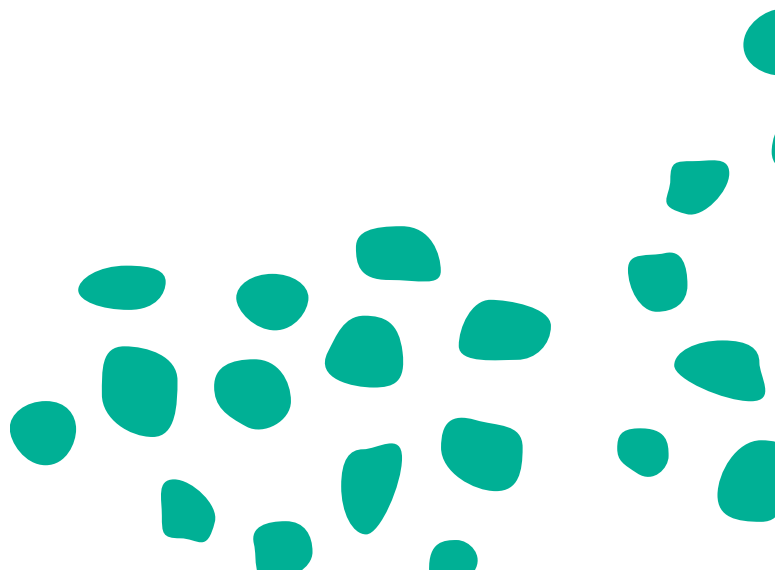
RECAP

You learned about <u>information literacy</u> in the past sessions. Before we start, on top of your head, write down or think about what is the most important thing you learned in the past module?

Now, hold that thought! In Module 3.2 we learned about Digital Citizenship. As a review, pick between the 2 definitions that best define digital citizenship:

a. the ability to engage positively, critically, and competently in the digital environment, drawing on the skills of effective communication and creation, to practice forms of social participation that are respectful of human rights and dignity through the responsible use of technology.

b. the ability to find, evaluate, organize, use, and communicate information in various formats, most notably in situations requiring decision-making, problem-solving, or knowledge acquisition.

The correct answer is . . . A.

B. is what we call information literacy.

So you won't get confused with the terms, let's remember that <u>digital citizenship is a fundamental part of information literacy.</u> As we teach students how to be good digital citizens, we are also teaching them where to find information, how to know if the information they have is accurate and appropriate, and how to responsibly use what they discover.

In the past module, it was established that digital citizenship is important to you as a teacher, as we are heavily relying on the digital world. But let's go back to the first question, think about your important learning and how will you apply that in teaching your students?

In this module, we will now be focusing on teaching digital citizenship to the students and how you, the teachers, can help them be responsible users of the internet.

KEY TERMS

Here are the key terms that were discussed a while ago:

Digital Citizenship - Refers to the ability to engage positively, critically, and competently in the digital environment, drawing on the skills of effective communication and creation, to practice forms of social participation that are respectful of human rights and dignity through the responsible use of technology.

Information Literacy - Refers to the ability to find, evaluate, organize, use, and communicate information in all its various formats, most notably in situations requiring decision-making, problem-solving, or the acquisition of knowledge.

Data Smog - Refers to the idea that too much information can create a barrier in our lives (ACRL, 200).

Here are the terms that you will encounter in the succeeding parts of the module:
- Learning Style refers to the way that different students learn.
- Learning Strategies refer to a set of skills that students use to understand different tasks.
- Digital Media or Digital Content is any form of media that uses electronic devices for distribution. This form of media can be created, viewed, modified, and distributed via electronic devices.

DAY 1: DIGITAL LITERACY FOR STUDENTS

Hi-Teach!

For Day 1, you will learn about Digital Literacy for Students. In this module, you will learn about why is it important for students to learn about digital literacy and digital citizenship. At the end of the lesson, we will be discussing in-depth how to teach digital citizenship to your students.

This module is a summarized version of the following articles:

Cottrell, S. (2017). Critical thinking skills: Effective analysis, argument, and Reflection. Palgrave MacMillan.

McLeod, S. A. (2017, Oct 24). Kolb - learning styles. Retrieved from https://www.simplypsychology.org/learning-kolb.html

REMINDER

You can accomplish the module asynchronously but we encourage you to participate in our collaboration platform to interact and discuss with your fellow teachers.

UNLOCK LEARNING

As the digital age sped up the generation of information, students cannot learn everything they need to know within the scope of their education. Part of teaching Digital Citizenship to the students is equipping them with critical skills necessary to become independent lifelong learners.

Cottrell summarized in her book, Critical Thinking Skills: Effective Analysis, Argument and Reflection (2017), the skills that students will be able to develop through information literacy:

- Understand the need to use information and define the research topic that they are planning to do
- Identify the range of information resources available online and offline
- Locate and access information using different resources
- Use search tools to locate relevant information by applying effective strategies
- Identify and use specific library databases
- Use information independently and critically
- Locate and evaluate factual and quality information on the web
- Cite information and use it in a responsible and ethical manner

These skills are what students can develop if they are "good digital citizens". Being information literate goes hand in hand with having digital citizenship. This module focuses on developing the students to be digital citizens first because the students will have a hard time applying the skills mentioned above if they are not responsible digital users.

There is a lot of information online and sometimes it can get overwhelming for us teachers. Imagine how much more overwhelming it can be for the students, especially if they are not equipped with the skills in digesting information online. It is essential that students have the capacity to exploit the wide range of information resources available online and offline. This will help them to retrieve, evaluate and use the information that they are getting effectively. By empowering the students to develop their information literacy skills, we can contribute to their academic success and equip them to become future change-makers that can contribute to their society.

Take a moment and think, how do you think digital citizenship can help your students? Share in this padlet link

As mentioned, students are highly exposed to online information right now. We might assume that just because the students have access to millions of information online they can navigate the digital world responsibly.

Data smog refers to the idea that too much information can create a barrier in our lives (ACRL, 2000). Especially for our students, they are receiving a lot of information not just in school but in the media that they consume. "Students require a special skill to handle this fast-increasing information, so they can use their educational and economical purposes more effectively.


Being information literate and good digital citizens allows the students to cope with data smog. Teachers can equip them with the necessary skills to evaluate when they need information, how to locate it, and how they can use it effectively and efficiently. Accordingly, it will help decision-making and productivity which is beneficial not just to the students but also to the society.

As our society continues to be technology-driven, students are facing data smog. Our society is experiencing difficulties in locating, evaluating, using and communicating information. Due to the continuous expansion of information on the internet, we now have a lot of information that is not evaluated, unlike printed sources. Hence, the authenticity, validity, and reliability of the information are in doubt.

Information skills are necessary to the success of the students in their education, future occupation, and their day-to-day communication. Therefore, the students need to be educated with regard to their abilities and skills on how to learn, or learning to learn, through developing the aspects of reasoning and critical thinking.

Information skills are necessary for the success of the students in their education, future occupation, and their day-to-day communication. Therefore, the students need to be educated with regard to their abilities and skills on how to learn, or learning to learn, through developing the aspects of reasoning and critical thinking.

As teachers, it is our responsibility to make sure that our students will learn the necessary skills that they need to succeed in the future. Bundy (2004) defines the relationship between information literacy and its connection to lifelong learning. He shows that information literacy is the foundation for independent learning and lifelong learning.
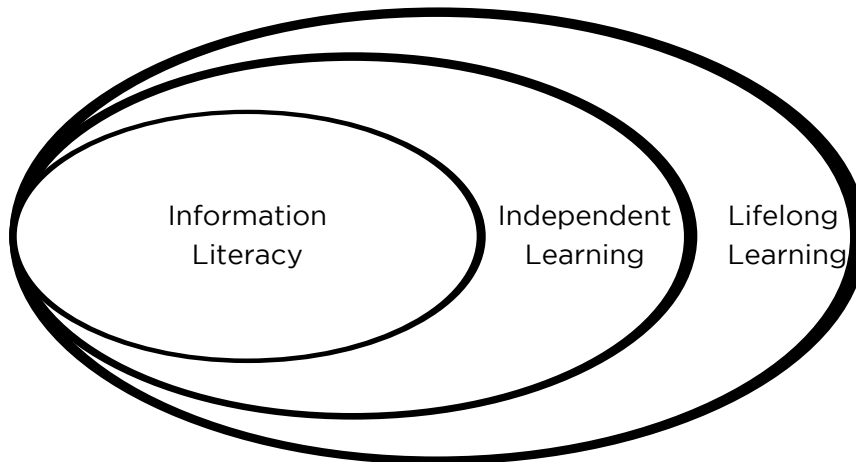
Just like how you usually do your classes, a student-centered, inquiry-based, and proactive learning environment can motivate a student to learn about information literacy. The curriculum that you will be using also plays a major role to cultivate the information skills relevant to the students. It will be hard for students to learn a skill that they believe they will not be using nor applicable to their context. That is why your role as a teacher is important as you are the one translating the skills to the students.
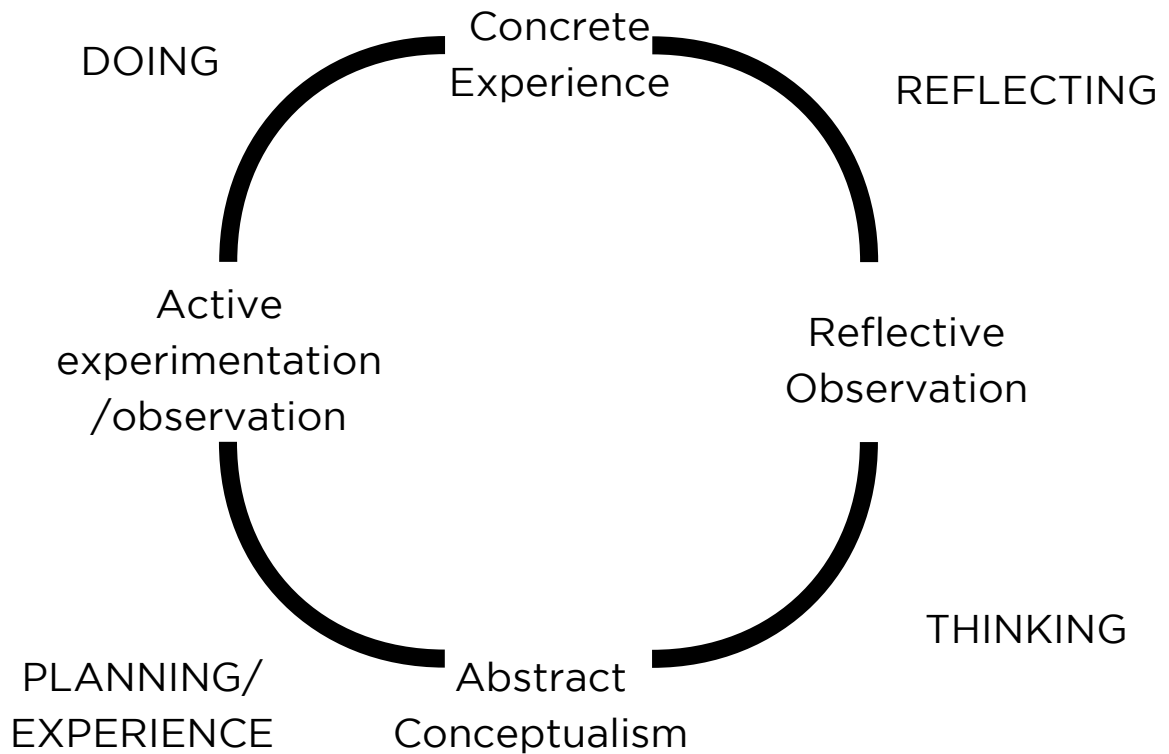
Information literacy skills are helpful to everybody, especially students, in order for them to be successful academically and in their future job opportunities. That's why in the past modules, you are equipped with the information skills that you need so you can translate them to the students efficiently and successfully. In other words, everybody in society needs information literacy skills.

If everyone in society is information literate, our quality of life, in general, will improve. A society that is capable of accessing, evaluating, using, and communicating information in an effective and efficient manner is called an information literate society. As we educate our students with the necessary information literacy skills, we are contributing to the betterment of our society.

Now you may ask, if it is so important, how can we teach this to our students?

As mentioned at the beginning of the module, in teaching information literacy to the students we should start with the fundamentals . . .that is teaching Digital Citizenship. By integrating digital citizenship skills across the curriculum through authentic tasks - and with guidance, we can help our students be better citizens in both the digital and physical worlds.

TEACHING DIGITAL CITIZENSHIP WITH THE APPLICATION OF KOLB LEARNING CYCLE

DOING

Concrete Experience

REFLECTING

Active experimentation /observation

Reflective Observation

THINKING

PLANNING/ EXPERIENCE

Abstract Conceptualism

"LEARNING IS THE PROCESS WHEREBY KNOWLEDGE IS CREATED THROUGH THE TRANSFORMATION OF EXPERIENCE" KOLB (1984)

It starts with the planning stage and ends with the applying stage to facilitate the abstract conceptualization of the learning theory. Kolb's experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles. What's interesting with Kolb's theory is its prioritization of the learner's internal cognitive processes.

Have you heard of the saying "Learning by doing"? You must have heard it in your whole teaching career because it's a concept popularized by John Dewey. But in this context, we will discuss something similar with that and it's the concept of learning through experience.

In Kolb's experiential learning style theory, it is typically represented by a four-stage learning cycle in which the learner 'touches all the bases:
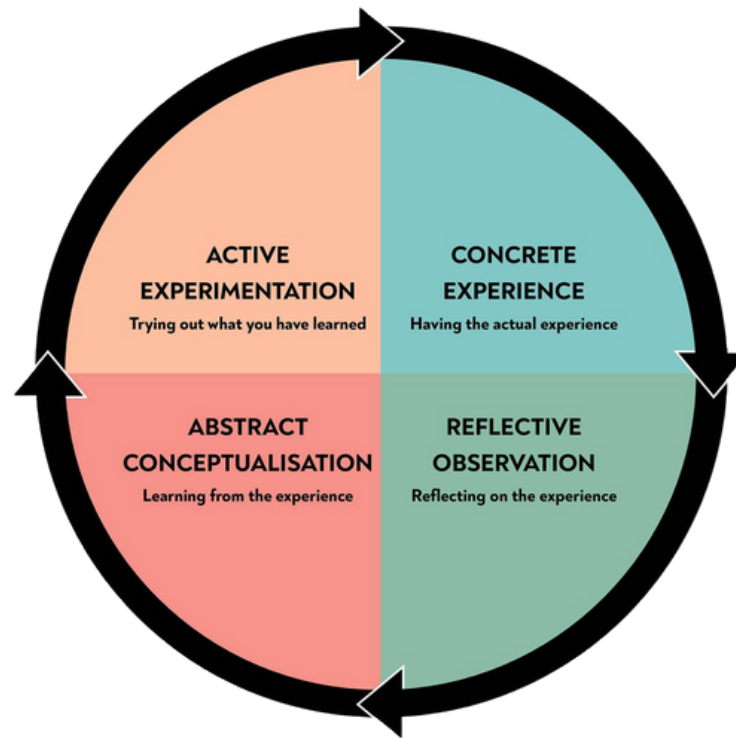
| CONCEPT	WHAT DOES IT LOOK LIKE IN ACTION?
Concrete Experience – the students should encounter a concrete experience. In teaching information literacy, the students should be able to experience a situation or a reinterpretation of an existing experience to connect with in light of new concepts.	Students are not just passive learners but they are also applying what they have learned through guided activities or day-to-day living.
Reflective Observation of the New Experience – the students reflect on their experience in light of their existing knowledge. While teaching the concept, it is good to highlight the importance of any inconsistencies between experiencing and understanding.	Students are able to apply their learnings inside and outside the classroom. They should be able to evaluate their learning experience whether it is helpful or relevant to them.

Abstract Conceptualization – through reflection, the students will give rise to a new idea, or a modification of an existing abstract concept (what I know before vs what I know now). The students have learned from their experiences.

Students should be able to formulate new ideas or action steps based on what they have learned and experienced. Students should be able to manifest that they have learned something.

Active experimentation – the newly created or modified concepts give rise to experimentation. The students will now apply their learnings and see what happens. Hence, the cycle will continue.

Students will try to do their new ideas which will restart the cycle as they try to experience what they have learned.

Anchoring back to the idea that information literacy is anchored to lifelong learning. The theory is effective when the students progress through a cycle of four stages: 1. having a concrete experience followed by 2. observation and reflection on that experience which leads to 3. the formation of abstract concepts (analysis) and generalizations (conclusions) which are then 4. used to test a hypothesis in future situations, resulting in new experiences.
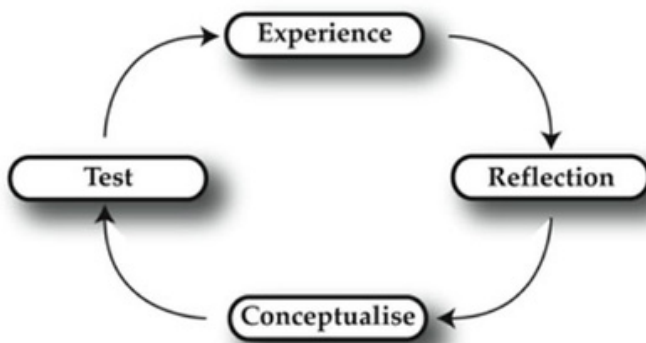
It is good to note that Kolb views learning as an integrated process with each stage being mutually supportive of and related to the next. The students can enter the cycle at any stage but it is only deemed effective when the students can execute all four stages of the model. The process of going through the cycle results in the formation of increasingly complex and abstract 'mental models' of whatever the learner is learning about, hence in our context, digital citizenship.

Application of Kolb s Learning theory in the classroom

Example 1: Students are learning about Identifying Fake News in the classroom
- Concrete experience - The students experienced sharing fake news or getting affected by fake news.
- Reflective observation - The students will ponder upon why fake news is rampant and why people are easily affected by it.
- Abstract Conceptualization - The students will think of short-term effects and long-term effects that fake news can have on our country.
- Active Experimentation - Students will think of what they can do to combat fake news and how they can protect themselves against fake news in the future.

Example 2: Learning a new software program that can protect their files
- Concrete experience - The students will try the new software program.
- Reflective observation - The students will figure out how this can be useful to them and whether it is more effective than what they are doing before.
- Abstract Conceptualization - The students will think of other ways that it can be beneficial in promoting digital safety.
- Active Experimentation - Students will try to apply the idea and share it with others.

Here are instructional activities that may support different aspects of the learning cycle:

Concrete Experience	Reflective Observation	Abstract Conceptualization	Active Experimentation
• laboratories • observations • primary text/reading • simulations/ games • fieldwork • trigger films • readings • problem sets • examples	• logs • journals • discussion • brainstorming • thought questions • rhetorical questions	• lectures • papers • model building • projects • analogies	• simulations • case study • laboratory • fieldwork • projects • homework

LEARNING STYLES IN THE CLASSROOM

You might be thinking, learning styles? Is this like multiple intelligence? Well, the answer is somewhat. Let's discuss their similarities and how they are different.


Similar to the theory of multiple intelligence, Kolb's learning theory explains that different people naturally prefer a certain way they perceive their learning. Similar to multiple intelligence, various factors influence a person's preferred style, for example, social environment, educational experiences, or the basic cognitive structure of the individual.

Why is it relevant in learning digital citizenship?

As students have different ways of perceiving learning, they will learn better if the teaching strategies that we employ suit their learning styles. It is important to know the students' (and even your own) learning styles. This enables learning to be orientated according to the preferred method. With that, everyone responds to and needs the stimulus of all types of learning styles to one extent or another – it's a matter of choosing the appropriate activity to maximize learning with the given situation and a person's learning style preference.

FOUR LEARNING STYLES ACCORDING TO KOLB
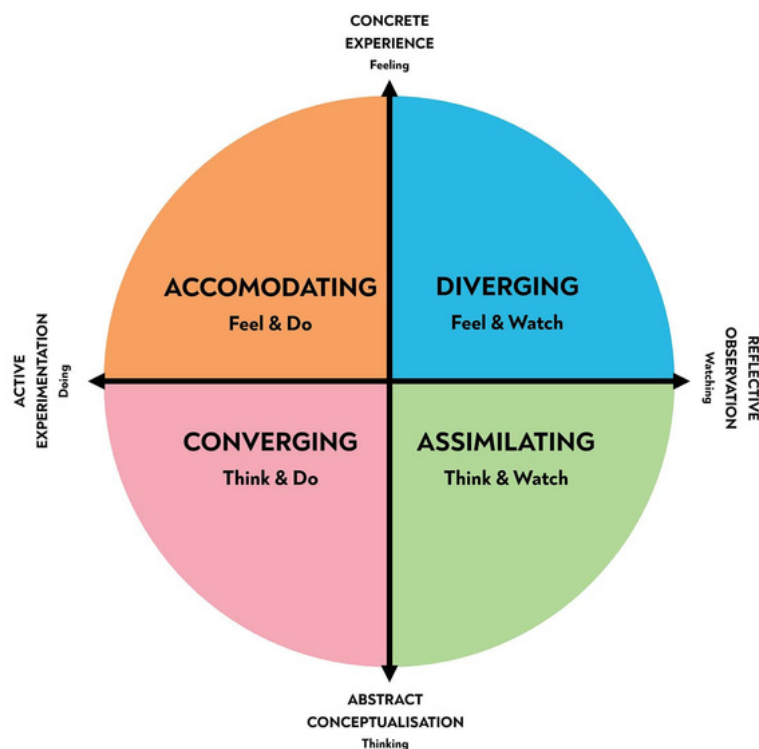
1. Diverging (feeling and watching – CE/RO)

- These people are able to look at things from different perspectives. They prefer to watch rather than do. They tend to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints.
- They are called 'diverging' because these people perform better in situations that require idea generation (brainstorming). Students with a diverging learning style have broad cultural interests and like to gather information.
- People with diverging learning style prefer to work in groups, listen with an open mind, and to receive personal feedback.

2. Assimilating (watching and thinking – AC/RO)

- Students who have an assimilating learning style prefer a concise and logical approach to people.
- These people require a good, clear explanation rather than a practical opportunity. They excel at understanding wide-ranging information and organizing it in a clear, logical format.
- Students with an assimilating learning style are less focused on people and more interested in ideas and abstract concepts. Students with this style are more attracted to logically sound theories than approaches based on practical value.
- Students with this learning style are effective in information and science careers. In the classroom setting, appropriate activities are readings, lectures, exploring analytical models, and having time to think things through.

3. Converging (doing and thinking – AC/AE)

- Students with a converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks and are less concerned with people and interpersonal aspects.
- Students with this style are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems.
- Students with a converging learning style are more stimulated through technical tasks and problems than social or interpersonal issues. A converging learning style enables specialist and technology abilities.
- Appropriate activities for people with converging style includes experimenting with new ideas to stimulate and work with practical applications.

4. Accommodating (doing and feeling – CE/AE)

- Students with accommodating learning styles are 'hands-on', and rely on intuition rather than logic. These people use other people's analyses and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans.
- They commonly act on 'gut' instinct rather than logical analysis. Students with an accommodating learning style will tend to rely on others for information than carry out their own analysis. This learning style is prevalent within the general population.

DIVERGING　　　　　　　　　**ASSIMILATING**

CONVERGING　　　　　　　　　**ACCOMODATING**

TIME TO REFLECT

Try answering the following reflection questions to deepen your learning! Post your answer on the collaboration platform. Feel free to interact and comment on other teachers' answers if you agree with their answers.

- What is digital literacy for students?

- Why is it important for students to learn digital citizenship?

- How can teachers effectively teach digital citizenship to students?

POST IT

In closing, you are invited to provide your insights about digital literacy for students in our collaboration platform.

One central tenet of Kolb's Learning Cycle is experiential learning. Since we are doing distance learning, what do you think will be the biggest challenge in teaching digital citizenship to the students in this learning environment?

Write them down in the comment section. You may also attach photos/videos. Be as brief as possible. You may mention local data from your school to provide context to your situation.

DAY 2: STUDENTS INTERACTING IN THE DIGITAL WORLD
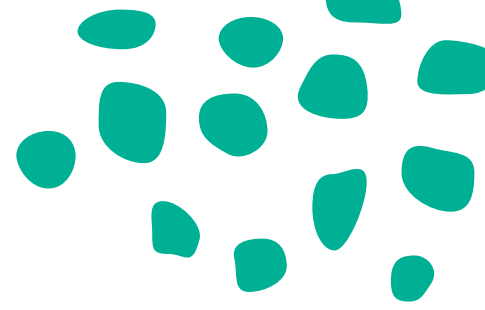
Hi-Teach!

In the previous section, we focused on how we can teach information literacy to the students. For this section, we will be talking about what to teach to our students when it comes to digital citizenship.

Main Reading:
Digital content - finding, evaluating, using, and creating it. National Library of New Zealand Te Puna Mātauranga o Aotearoa. (n.d.). Retrieved April 23, 2022, from https://natlib.govt.nz/schools/digital-literacy/strategies-for-developing-digital-literacy/digital-content-finding-evaluating-using-and-creating-it
Reading Time: 20 minutes

Video Presentations:
Re-inventing Education for the Digital Age | David Middelbeck | TEDxMünster
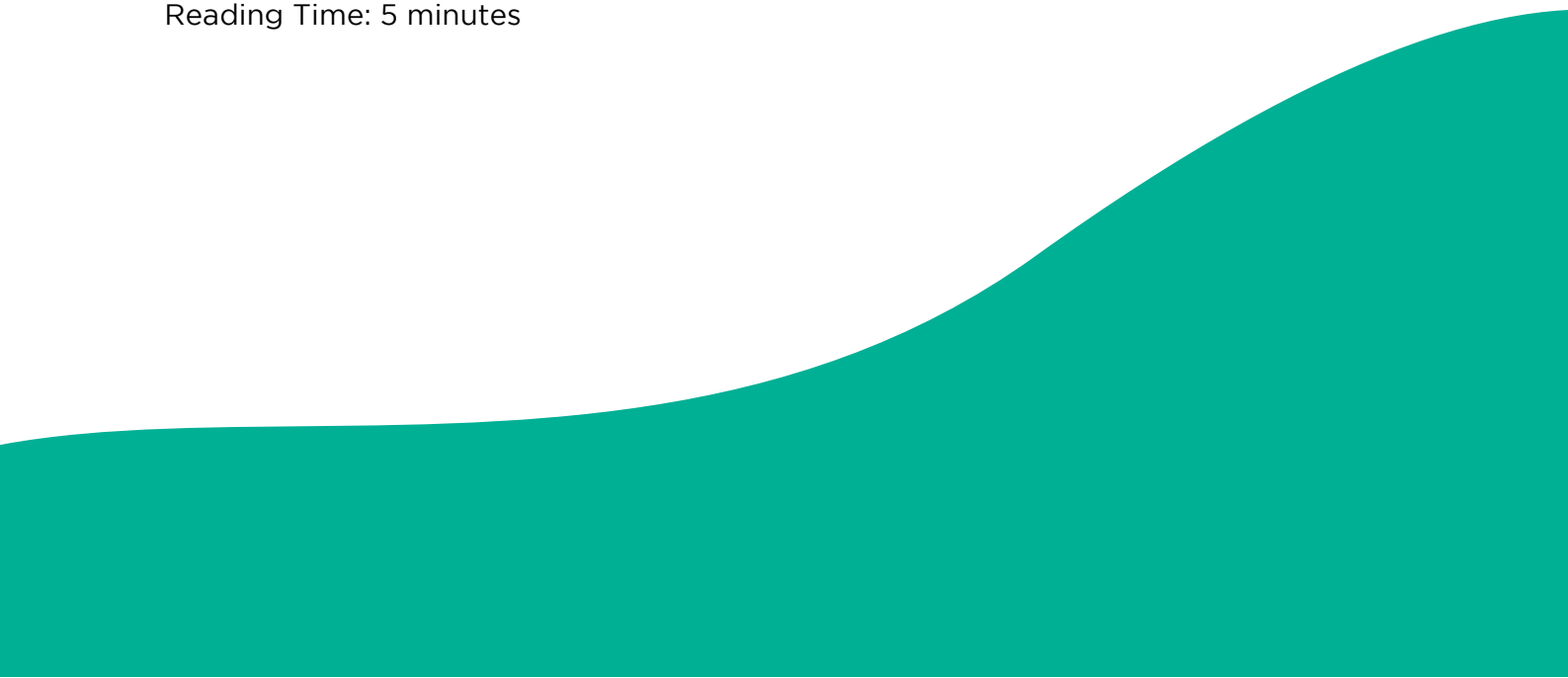Youtube Link: https://bit.ly/Module33Day2Video
Viewing Time: 15 minutes

Suggested Reading:
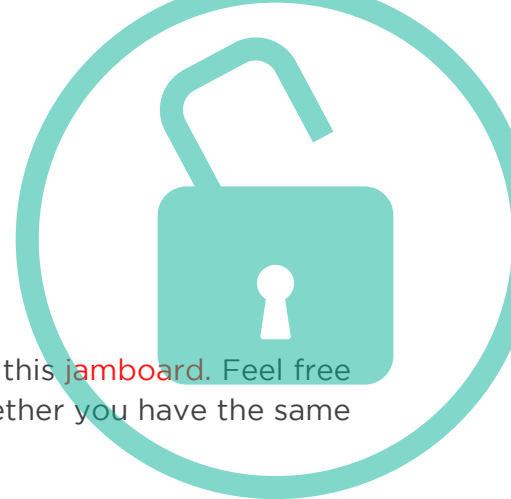Gautam, P. (2021, May 12). Advantages and disadvantages of online learning. eLearning Industry. Retrieved April 23, 2022, from https://elearningindustry.com/advantages-and-disadvantages-online-learning
Reading Time: 5 minutes

UNLOCK LEARNING

Before we start with our discussion, take a moment to answer this jamboard. Feel free to read the answers of your fellow teachers and reflect on whether you have the same experience or not.

I'm sure that you were able to write both positive and negative experiences that you encountered as we transitioned to online learning. But these implications are not limited to the teachers. Our students have also been impacted not just academically but also their health and habits. The online environment offers unprecedented opportunities for people who would otherwise have limited access to education, as well as new opportunities for teachers to expand and develop other ways to deliver their learning content. However, there are advantages and disadvantages to the shift to online learning. In this context, we will be discussing the advantages and disadvantages of online learning for students.

In Module 2, you already learned about the advantages and disadvantages of online learning. Here's another article to refresh your memory about the advantages and disadvantages of Online Learning: https://elearningindustry.com/advantages-and-disadvantages-online-learning .

Now, watch this video of David Middelbeck on how we can use the technological advances that we are experiencing to re-invent our education.

Youtube link: https://bit.ly/Module33Day2Video

"In the end, this new type of education isn't just about teaching just a few more technical skills. It's about teaching people to take charge of their lives and to participate in meeting one of the greatest challenges facing humanity today, the wise management of the power that we have gained through digital technology." (Middelbeck, 2019)

Key points:

- According to Middelbeck, whenever technology raced ahead of education when it comes to advancement, it leads to social pain and inequality. Similar to what we are experiencing right now. As we transition to distance learning not all of our students are receiving the same quality of education given the different learning modalities.
- A recent study by McKinsey predicts that in the next 10 years, up to ⅓ of all work activities could be completely replaced by automation. While this is a scary thought, we must use this knowledge to our advantage on how we can utilize these technological advancements for the benefit of our lives. In this case, digitizing education.
- We are moving from the old world where content is rare, to a new world where great contents are everywhere. In the old world, we expect stable career paths, and in the new world, learning is flexible and lifelong. David Middelbeck emphasized the importance of evolving the way we teach because if we remain traditional then education will lose the race with technology.
- Techlabs, the NGO founded by Middelbeck, anchors on 3 principles of a Learning Accelerator:
  - Blended Learning
  - Personalization
  - Community
- Middelbeck emphasized that we should call for a personalized blended learning community integrated into our curriculum. For you teachers, it should be your goal to transform your own classroom into a learning accelerator.

In the video, Middelbeck explained how using technology can innovate our education. In this module, we will be talking about our students interacting in the digital world. We have established the importance of digital literacy to our students. As the teacher, you hold the role of helping the students in their journey in learning technology. But given the current context, we might wonder how this will affect how we teach our students. With so many things to teach about digital literacy, let's discuss what you should focus on.

We discussed in the past module that students should have the ability in finding, evaluating, using, and creating digital content in meaningful and responsible ways. Students are required to have thinking skills and technical abilities to apply digital literacy. A fundamental way of teaching digital literacy is to start teaching students digital citizenship. As mentioned in the previous module, digital citizenship refers to the ability to engage positively, critically, and competently in the digital environment. In this part, let's talk about how students utilize the internet and how they are interacting in the digital world.

Read the article about Finding, Evaluating, Using, and Creating Digital Content
Link: https://bit.ly/Module33BMainArticle

Reflection Questions after reading the article:
- What are the common challenges your students encounter when they are interacting with digital content?

Feel free to answer in this padlet. You can interact and comment on the answers of your co-teachers but be mindful with the words that you use.

All young people need to be supported to thrive in digital cultures, they need to adapt to the ever-evolving world of technology. This gives them access to vast amounts of information that is infused with commercial agenda which can overwhelm the students. This is why it is important for students to learn how to interact, exchange, participate and collaborate in the digital world.

I hope by now you agree that technology has a great impact on students' lives. But, we might ask ourselves, where do we go from here?

As technology continues to evolve, a student's ability to create, share, and understand meaning and knowledge in a digital world will become more critical, not only for their success in education but in all aspects of their life. As mentioned multiple times, learning digital literacy is lifelong. Digital citizenship will continue to change pedagogy and learning and this can impact how students learn and respond to content. We all need to be able to adapt to this changing environment and develop skills to navigate it effectively and safely.

TIME TO REFLECT

Identify which strategies do the following activities apply.

Student researching for her assignment

_____
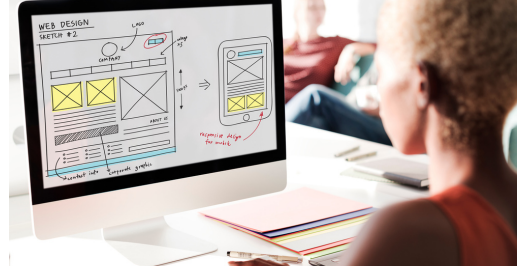
Girl designing a webpage

_____

Students discussing an information they found online

_____

Girl presenting in front of her peers

_____

- Are the activities mentioned above relevant in your context as a teacher? Why or why not?

TALK IT OUT

Now that we are about to close today's session, using the 3-2-1 strategy, write:

3 things you learned in today's session
    1.
    2.
    3.

2 things you liked or two interesting facts about the lesson/things you can apply in your classroom:
    1.
    2.

1 question do you still have about the lesson:
    1.

POST IT

In closing, you are invited to provide your insights about digital literacy for students in our collaboration platform.

Middelbeck emphasized the importance of making your classroom a learning accelerator. In the Philippine context, why do you think is it important for students to learn how to interact, exchange, participate and collaborate in the digital world?

Write them down in the comment section. You may also attach photos/videos. Be as brief as possible. You may mention local data from your school to provide context to your situation.

DAY 3: MOTIVATING PROPER USAGE OF DIGITAL MEDIA
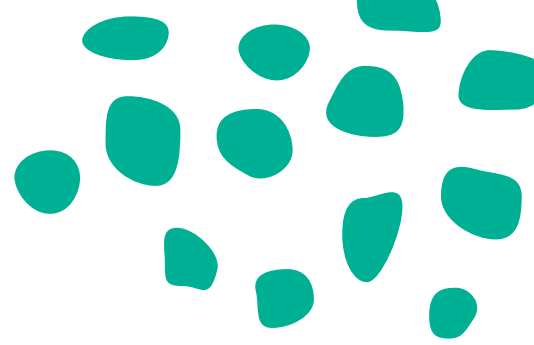
Hi-Teach!

In the previous section, we talked about how the sudden shift to online learning affected the students. While there are advantages, there are also disadvantages when it comes to it. Our technology is continuously evolving and the students need to adapt so they can utilize the benefits of the digital world.

As a recap, try to answer the following poll and see whether you share the same sentiments with your fellow teachers.

Do you agree with the takeaways from above?

One thing we can all agree on, students learn better when they are highly motivated to learn. As you can see, digital citizenship and information literacy can be a bit overwhelming. In this module, we will try to answer the question 'what are we supposed to teach our students?'.

Before we start with our discussion, let's reflect on this question

- Do you think students are motivated in becoming digital citizens? Why or why not?

Feel free to answer in this padlet. You can interact and comment on the answers of your co-teachers but be mindful of the words that you use.

UNLOCK LEARNING

Answers may differ especially if we will consider different contexts and locations of our students. While we are advancing in technology, we might notice how our students differ when it comes to learning digital citizenship.

Read the article: How Intrinsic Motivation Helps Students Manage Digital Distractions
Link: https://bit.ly/Module33CArticle

This article is about how educators are responding to the new realities of school – the stories are drawn from research and the knowledge is used to develop entirely new strategies.

4 important points from the article:

1. Students learn better when they are given autonomy in their learning. In the article, it was mentioned that students become excited and motivated in learning when the value of doing so is presented in a way that benefits their lives. A gamified approach is a good way to engage the students. Think of strategies that will make students think that managing distractions and being focused is actually fun and stress-relieving for them.

2. Social Media is the biggest distraction for students. A quote from the article perfectly sums up this problem, "It's no secret that students today face the ultimate paradox – the same tools they need to use to complete their work can also provide their biggest distractions from completing work." According to the article, 57% of students mentioned social media use as a distraction when they should be doing homework.

3. **A sense of belonging and connectedness in school is correlated with better school performance.** Research suggests that setting high expectations and standards for students can increase students' motivation. If they feel positive in their learning, then this will improve their academic self-efficacy and give them more positive learning experiences.

4. **Educators and teachers can greatly affect one's learning, not just teaching.** Educators and teachers who step back and come from a place of curiosity, compassion, and empathy, are better at dealing with issues related to technology and wellness. The teachers should know how to elicit responses from the students so the teacher can see how the environment can encourage students to create potential solutions around the organization, manage distractions and proactively identify potential issues.

Do you agree with the takeaways from above?

One thing we can all agree on, students learn better when they are highly motivated to learn. As you can see, digital citizenship and information literacy can be a bit overwhelming. So what are we supposed to teach our students?

We talked about how the students learn in the digital world and how they were affected by the sudden shift to online learning. We are also done discussing the importance of why students should learn how to interact, exchange, participate and collaborate in the digital world. While this can be overwhelming, let us now talk about what you, the teachers, should be teaching the students. Here are six aspects that you can add to your curriculum when teaching digital citizenship:

1. Emphasize the importance of online etiquette

Teaching empathy is a great starting point when discussing online etiquette. Empathy is a huge part of how we can understand people which affects how we talk and behave online. Since there's a certain level of anonymity on the internet, users can make quick, harsh judgments about someone's statements online. That means internet users (especially the students) can engage in online "fights" or disagreements. They may post messages online with the intention of hurting someone's feelings that they cannot do in phone calls or face to face. With no interventions, this can evolve into cyberbullying, which is a huge problem, especially in the age of our students. This is why starting with empathy has the potential to make an enormous difference on how students behave on the internet.

Another aspect of online behavior that students need to learn is professionalism. We have to make the students understand that there should be consistency on how the students carry out their persona in person and how they interact in their social lives. They have to realize that it does not mean that there is anonymity; they can be rude on the internet. A good lesson for this is teaching them Netiquette or Internet Etiquette. The internet is accessible to people all over the world. Students should be careful and wary of cultural taboos and recognize cultural disconnects when interacting and responding online. Another reason why digital literacy is lifelong is that there is so much learning and unlearning going on in how we interact online.

However, this is just the beginning, after you teach the students how to properly behave online, you have to teach students how the internet works.

2. Help students stay safe online

When students use the internet, they are at high risk of compromising their privacies. Private information that are at risk are their address, email, and phone number. Basically, this information can be used to identify a person. While they can share personal information like the number of siblings, favorite food, experiences, and more, they still need to choose whom they will share it with. They can also apply their critical thinking skills on whether they should share specific information or not.

We can also help students stay safe online by highlighting the risks of the following:

a. Viruses – Students should understand what viruses, malware, phishing, ransomware, and identity theft are, and how these things work.

b. Passwords – Students should know how to create a secure password. They should know that email and personal social media accounts should have a higher level of security and to never use the same passwords as other sites. Try integrating password management systems like LastPass for managing passwords, or a secure application where sensitive information are stored.

c. Scams – There are a lot of clickable sites online that are too good to be true. They usually employ clickbait. Clickbait refers to any text, headline, video title, etc., that is deliberately written to pique someone's interest and get them to click. For students, they are at risk of promising offers online that might ask for money from them in exchange for a good offer (game, jobs, subscription, etc.,). The main rule is to not click a link or a video that looks unsafe and with a title that makes someone feel intense emotions. This is a hard habit to stop but it can make a good difference to the students' being responsible digital citizens.

d. Fake news – Fake news got popular during the 2000s when it refers to any media outlet publishing severely biased or intentionally false information. Fake news is most often used with clickbait titles to get readers and alter people's opinions with ineffective claims or straight-up lies. Tackling fake news to the students is a huge chunk of the information literacy curriculum that you can discuss with the students. In a simple sense, if students ever read something that sounds incredibly biased to one's ideology, it's fake news. This also goes for any piece that is written by admittedly biased entertainment sources, news sites, websites, or social media influencers. Rule of thumb, if your students ever see an unflattering image of someone with text plastered at the top and/or bottom, you can say that it's fake news and best to be ignored.

Let's see if you can discern fake news on your own. Try answering the following quiz and see if you can identify fake or real news.

3. Promote media literacy in your classroom

Media Literacy is the ability to access, analyze, evaluate and create media in a variety of forms. We have to see if our students understand copyright and how they can generate a license for their own work. The students should know how to give respect to the property rights of those who create intellectual property. Students right now usually use "credits to the owner". Some students, search images on google and copy anything they see, assuming they have the rights. Sometimes they will cite "Google Images" as the source. It is important to integrate into the curriculum how students can respect intellectual property.
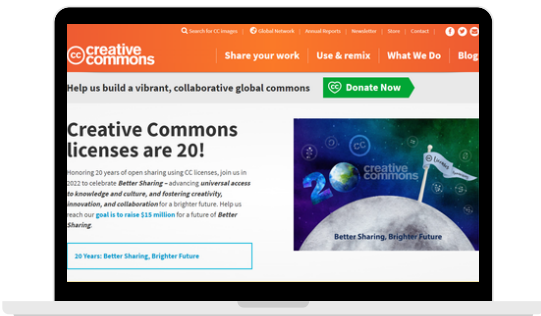
Creativecommons.org is a nonprofit organization that helps overcome legal obstacles to the sharing of knowledge and creativity to address the world's pressing challenges.

4. Teach Students to protect creative rights

Media literacy for students does not end by citing the sources. Part of their digital citizenship is the time when they will be the one who needs to create their own media. Like what is mentioned in #3, if you use digital content created by someone else, it's important that you acknowledge or attribute them in your work.

If you're unsure how to teach them to the kids, refer to the following resources on how you can use digital content responsibly:

- ·Copyright and Creative Commons — how to get permission to use digital content and acknowledge other people's work.
- Copyright guidelines for schools — as set out by the Ministry of Education.
- Creative Commons — Use & remix — information about how to legally share, remix, and reuse.

If you create digital content, you can also license under Creative Commons to make it available for others to distribute, remix, tweak, and build upon your work. You can require them to attribute you or not.

> Note: The links are clickable so feel free to explore the resources that are available at your disposal.

5. Show them their digital footprint

The internet is an incredible network of interconnected servers and computers that direct web browser requests through a network of wired and wireless connections. But this is just the tip of the iceberg, the internet is continuously getting so large and complex that it's a challenge to simply explain it. Digital footprint is such a new phenomenon – and its use is typically a closely-guarded secret – that many teachers do not even know about it, much less be able to teach students. Fortunately, we can teach our students about user data by focusing on their own digital footprints.

A "digital footprint" is the mark that someone's web browser leaves on the internet. Whenever you go to any website, you're tracked by some software that sees your "footprint." Then, when you return, that same software matches up to your previous footprints with the other websites that you visit. The result of this software is that websites know who you are, how many times you've visited their website, and what you have done while visiting. Whatever they do, they will leave a digital footprint, which is another reason why they should be careful and mindful when using the internet.

In relation to digital footprints, students should be aware that some private details (like license plates or streets) may show up in photographs, and that there might be photographs that should not be posted online. They should know how to turn off a geotagging feature, or facial recognition software that can find them by inserting their latitude and longitude in the picture – even if they are not tagged. Another way students leave digital footprints is when they curate their own personal brands. As their generation heavily relies on the internet, they must have or will start to create their online personality or how they want to be seen online. Students should be mindful of how they want to be perceived online. Even if they are comfortable that they can be anonymous on social media, they should realize that they have a "digital tattoo" that is almost impossible to erase. In a society where cancel culture is prevalent, they should be mindful and intentional in what they share.

> You can use this site to check if your email or phone has been breached or compromised.

6. Build healthy usage patterns

Since we talked about the importance of being careful with our digital footprints, we should learn how to practice digital wellness. Digital wellness is the practice of refraining from indulging in the internet and digital media for an unreasonable time. In other words, it's the practice of knowing when to "take a break" from screens. Digital wellness is important because too much screen time can have adverse effects on students. According to research done by Adrian F. Ward of the University of Colorado, he discovered that screen time can impact transactive memory, empathy, and even gray matter development in young minds. The simplest and best way to practice digital wellness is to leave digital devices for a few hours every day.

When you teach digital wellness, you can use a combination of health information, psychology, neurology, and current events to illustrate why it's important to take time away from devices. Teaching moderation, the importance of exercise, and even nutrition can all play a big role in helping students understand why it's important to practice digital wellness.

SUGGESTED ACTIVITIES FOR DAY-TO-DAY CLASSES

Going back to what we learned from Module 1, it is important to teach digital literacy in an experiential manner. Here are sample activities that you can integrate into your daily lesson to promote digital citizenship to your students.

- Truth or Fiction - To help students to be more internet literate and to protect them from viruses and scams. Try showing them current scams and cons from websites like:
    - Snopes (www.snopes.com)
    - Truth or Fiction (https://www.truthorfiction.com/)
    - FactRakers (https://www.factrakers.org/)
    - AFP Fact Check (https://factcheck.afp.com/afp-philippines)

You can also look in your own feed for things that sound crazy but are true, or sound true but are false or a scam. Show the students before the start of the class or integrate in their routine and ask them to be detectives. This opens up conversation on all kinds of scams and tips.

- Turn students into teachers – You can have students create tutorials or presentations exposing common scams and how people can protect themselves in the digital world. They can also evaluate by dissecting cons and scams, students become more vigilant themselves. Encourage the students to share how a person could detect that something is a scam or con.

- Establish collaborative learning communities – Students need to experience sharing and connecting online with others in a variety of environments. Try exploring websites where they can work on something collaborative like writing blogs together or writing wikis so they can share their work to the world. You can try collaborating with other teachers online so the students have the chance to interact with other students from other locations real time.

SUMMARY

I hope that by the end of this module, you appreciate the importance of digital literacy not just for you as a teacher, but for your students as well. As technology continues to evolve, students need to adapt their skills since they are heavily relying on technology now. Students who are digitally literate know how to find and consume digital content. They know how to create, communicate, and share digital content. In a simple way, a student who is digitally literate can fully maximize their experience with technology.

Students who are building digital literacy skills understand the basics of Internet safety such as creating strong passwords, understanding and using privacy settings, and knowing what and what not to share on social media. They understand the effects of cyberbullying and seek to stop current bullies and prevent others from cyberbullying.

In today's digital world, nearly every career requires digital communication, therefore equipping our students with the skills to effectively and responsibly find, evaluate, communicate and share online content is key to their futures.

But do not fret, there's a high chance that you have been teaching your students digital literacy basics and enhancing their skills all along, perhaps even without realizing it. The strategies and topics that we discussed can easily be integrated into their lessons and day-to-day living. Helping students build digital literacy skills encompasses so much that it's often easier to break it down a bit. It is also good to note that one of the tenets of digital literacy is lifelong learning, which means that all throughout your life and students' lives, we will be learning about digital literacy.

We are excited as you learn more in our synchronous session -- where each of you will have the opportunity to share and discuss best practices and collaborate on an output where you can apply what you have learned from this module.
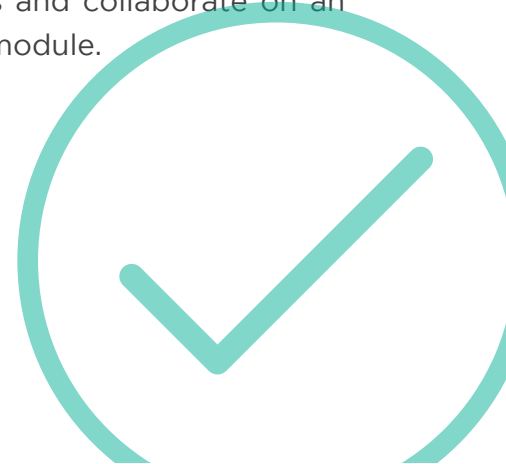
TIME TO REFLECT

Try answering the following reflection questions to deepen your learning! Feel free to interact and comment on the other teachers' answers if you agree with their answers.

- How motivated are your students to learn digital citizenship?

- What do you think is the most important topic we should teach our students when it comes to digital citizenship given the current context?

- How can we motivate the students toward digital citizenship?

POST IT

In closing, you are invited to provide your insights about motivating the proper usage of digital media in our collaboration platform.

In the Philippines where disinformation is prevalent, how do you think teaching digital citizenship to your students will affect the next generation?

Write them down in the comment section. You may also attach photos/videos. Be as brief as possible. You may mention local data from your school to provide context to your situation.

TRY IT OUT

Now accomplish the following worksheets prepared for you to apply your learning from Days 1, 2, and 3:

Day 1:
- Worksheet 1: Learning Cycle
- Worksheet 2: Learning Style

Day 2:
- Worksheet 1: Students Interacting in the Digital World

Day 3
- Worksheet 1: Motivating Proper Usage of Digital Media

You are given around one hour to accomplish each worksheet. Each worksheet shall be done individually. Use the worksheets on the succeeding pages.

Worksheet 1
DIGITAL LITERACY FOR STUDENTS (Learning Cycle)

Name: _____   School: _____

Instructions: Choose one of the following topics and show how will you teach it to your students by applying the Kolb's Learning Cycle.

Topics:
- Using Google as a search engine
- Reporting fake news from Facebook
- Making the students' Social Media accounts private

Topic you chose: _____

Concrete Experience

Reflective Observation

Abstract Conceptualization

Active Experimentation

DIGITAL LITERACY FOR STUDENTS (Learning Style)

Name: _____   School: _____

Instructions: Choose one of the following topics and show how will you teach it to your students based on their preferred learning styles.

Topics:
- Digital footprint
- Etiquettes in sending e-mail
- Using a program software

Topic you chose: _____

STUDENTS INTERACTING IN THE DIGITAL WORLD

Name: _____   School: _____

Instructions: Plan how will you integrate in your classes the strategies mentioned in developing digital literacy among the students:Refer to the sample output as an example of the activity.

1. Finding Digital Content	2. Evaluating Digital Content
Topic:_____	**Topic:**_____
Activities planned:	Activities planned:
3. Using Digital Content	4. Creating Digital Content
Topic:_____	**Topic:**_____
Activities planned:	Activities planned:

Sample output

1. Finding Digital Content	2. Evaluating Digital Content

Topic: Utilizing Google as a search engine
 	
Activities planned:
• The students will be given sample problems and they have to use Google search engine in finding the results
• Sample Questions:
    ○ What movie did Tom Hanks starred in 1994?
    ○ When is the birthday of Jose Rizal's third siblings
• The questions should elicit critical thinking skills and helps them practice searching information from the internet.
	Topic: Discerning Fake News
	
	Activities planned:
	• The students will be given links to different websites. Using different tools they will evaluate the websites whether it is legit or not.

3. Using Digital Content	4. Creating Digital Content

Topic: Elections 2022
 	
Activities planned:
• The students can be assigned topics that they can research on.
• Example:
    ○ The students can search about the platforms of different presidential candidates
	Topic:COVID-19
	
	Activities planned:
	• The students will be tasked to create output using technology.
	• Example:
	    ○ Science - The students can do posters infomercials about COVID-19

Worksheet 1
MOTIVATING PROPER USAGE OF DIGITAL MEDIA

Name: _____   School: _____

Instructions: Plan a weeklong worth of lessons on how will you teach Digital Citizenship to your students.:Refer to the sample output as an example of the activity.

Day	Topic	Activities
Monday		
Tuesday		
Wednesday		
Thursday		

Day 3: Motivating Proper Usage of Digital Media

Friday		

Here's a sample program by Applied Educational Systems on how they celebrated their Digital Citizenship Week 2020

Monday	An Introduction to Digital Citizenship	Case studies, discussions
Tuesday	Understanding Digital Footprints	Exploring their browsing history, evaluating photos they post, social media status updates, emails they send and ads they click
Wednesday	Information Literacy	worksheets, games, exploring the internet
Thursday	The Basics of Internet Safety	Situation-analysis, discussions, checking URLs, making their accounts password stronger
Friday	Digital Communication & Cyberbullying	reflection and discussion

DISCOVER MORE

TEXTS:
- Kolb's Experiential Learning Theory & Learning Styles

Weblink: https://bit.ly/Module33Text1
- 15 tips for better online research

Weblink: https://bit.ly/Module33Text2

ACTIVITY BANK
- Learning Styles: Teaching Excellence Foundations by Cani College

Weblink: https://bit.ly/Module33ActivityBank1
- 36 Ways Students Can Create Digital Content

Weblink: https://bit.ly/Module33ActivityBank2
- Common Sense Education

Weblink: https://bit.ly/Module33ActivityBank3
- Be Internet Awesome by Google

Weblink: https://bit.ly/Module33ActivityBank4
- Safe Online Surfing by FBP

Weblink: https://bit.ly/Module33ActivityBank5
- Social Media Test Drive

Weblink: https://bit.ly/Module33ActivityBank6

VIDEO
- 3-Minute Kolb

Youtube Link: https://bit.ly/Module33Video1
- Digital Citizenship (Tagalog)

Youtube Link: https://bit.ly/Module33Video2
- Teaching Digital Citizenship: Digital Media and Your Brain

Youtube Link: https://bit.ly/Module33Video3

AUDIO
- ITC: 102-Teaching Information Literacy in your Classroom

Spotify Link: https://spoti.fi/3MHQM7M
- Ten Tips for Teaching Critical Thinking + Information Literacy

Spotify Link: https://spoti.fi/3Gckkb3

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