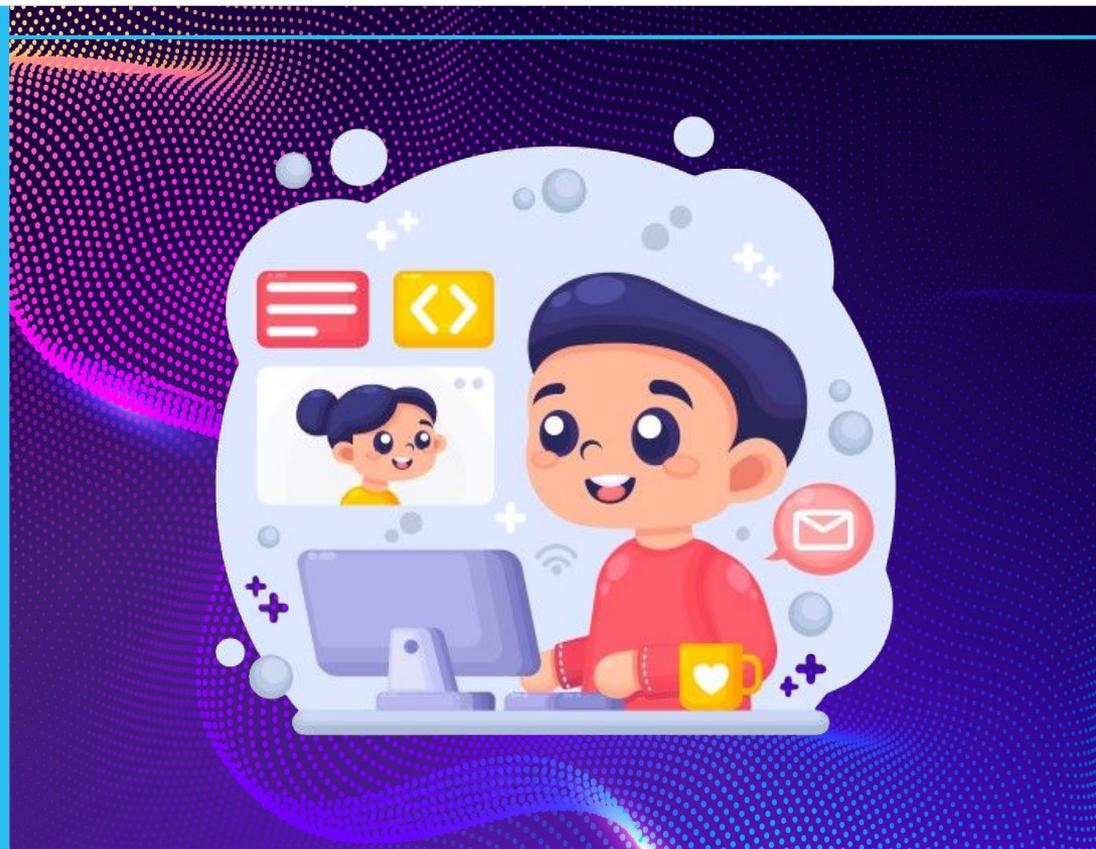


 **DIGITAL
EDUCATION**

More about Digital Citizenship
and Multiliteracy

2do ciclo





SECUENCIAS DIDÁCTICAS PRIMARIAS BILINGÜES

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OBJETIVOS

OBJETIVOS DE APRENDIZAJE DE EDUCACIÓN DIGITAL VINCULADOS CON INGLÉS

- ❑ Conocer las posibilidades de las plataformas digitales para la comunicación y creación digital, en función de un propósito formativo.
- ❑ Seleccionar información digital (sitios, imágenes, videos, audios) reconociendo características de sus fuentes de publicación, posibilidades de utilización y comenzando a construir criterios de validación.
- ❑ Conocer y comprender el impacto de las formas de participación digital en la configuración de la huella e identidad digital.
- ❑ Analizar críticamente los mensajes que circulan en los entornos digitales y comenzar a construir criterios para la toma de decisiones, orientadas por el respeto y el reconocimiento de la diversidad.



OBJETIVOS

OBJETIVOS DE APRENDIZAJE DE INGLÉS VINCULADOS CON EDUCACIÓN DIGITAL

- ❑ Comprender la idea global y/o información específica en textos descriptivos e informativos.
- ❑ Comprender explicaciones e instrucciones sencillas para realizar acciones.
- ❑ Utilizar expresiones y estructuras de la lengua adicional para describir los contenidos que se abordan, usando vocabulario específico del área.
- ❑ Desarrollar estrategias que faciliten la comprensión y la comunicación.
- ❑ Desarrollar cierto grado de fluidez al hablar sobre los contenidos que se abordan.
- ❑ Interactuar entre compañeros/as en la construcción del conocimiento específico.
- ❑ Mostrar una actitud de respeto, empatía e inclusión ante la diversidad cultural respecto de los contenidos que se abordan.

NOTA: El término sencillo refiere a palabras y expresiones de la lengua que resulten accesibles dentro de un contexto conocido o familiar.



CONTENIDO

BLOQUE

| EDUCACIÓN DIGITAL

Alfabetización informacional. Convivencia digital responsable.

ALCANCE

- ❑ Criterios de búsqueda y selección de información: utilización de buscadores infantiles, análisis comparativo de sitios web e identificación de elementos para adentrarse en la evaluación de sitios.
- ❑ Huella e identidad digital: lo virtual como una dimensión de lo real, el impacto de los medios digitales y la mirada crítica. Transitar y habitar los espacios digitales: desafíos para ser parte de forma responsable y solidaria en el ciberespacio.

ALCANCE

| EN INGLÉS

- ❑ Uso del **Presente Simple** para describir y comparar sitios web (por ejemplo, *This website is full of ads but this other one isn't.*)
- ❑ Expresión de posesión para la descripción de sitios web (por ejemplo, *This website has got a lot of useful links.*)
- ❑ Uso del **Presente Simple** para referirse a la convivencia digital responsable y la alfabetización mediática, informacional y digital (por ejemplo, *Our digital footprint is what we post online, what we share on social media, when we like a picture, when we join a live on Instagram, etc.*).



ORIENTACIONES PARA LA ENSEÑANZA

Desde **Educación Digital**, este proceso de búsqueda de información, implica acompañar a los/as niños/as a través de orientaciones sobre dónde realizar las búsquedas y qué tipo de buscadores existen.

Asimismo, se podrán acercar materiales de referencia, con el objeto de brindar un espacio de análisis de sitios web de forma segura, para identificar y contrastar entre ellos las diversas características tanto en su construcción (fecha de actualización, análisis del dominio, organización del sitio), así como también, el tipo de contenido que presenta (intencionalidad, autoría, propósito del sitio).

De esta manera, se podrán favorecer situaciones de aprendizaje que permitan a los/as niños/as desarrollar y construir criterios vinculados al acceso, uso y apropiación de la información digital, poniendo en juego habilidades digitales (por ejemplo, cómo buscar en internet, el uso de navegadores infantiles, el análisis de sitios web) y el análisis crítico de la información (por ejemplo, el contexto de publicación, las intencionalidades en la comunicación, etc.).



ORIENTACIONES PARA LA ENSEÑANZA

Asimismo, se sugiere adentrarse en la huella digital, como un concepto que permite que los/as estudiantes, comiencen a dimensionar el lugar e impacto de su participación en los entornos digitales y los desafíos que implican, para hacer del ciberespacio un espacio de respeto y derecho.

En este sentido, para trabajar con los/as alumnos/as el concepto de huella digital, se podría comenzar retomando los saberes acerca de qué es una huella dactilar, de animales. Por ejemplo, a partir del análisis de diversas imágenes de huellas de animales, recuperando preguntas que permita ayudar a identificar de qué tipo de animal se trata, si es grande, chico, si tiene garras, de dónde viene, hacia dónde va, si está solo/acompañado.

A partir de poner en común la información que nos da esa huella, se puede “transpolar” a la huella digital; todos los rastros que vamos dejando en internet forman esa huella y esos rastros conforman y contribuyen a la identidad digital que vamos construyendo.

Además, es necesario comprender que esta huella no sólo se acrecenta con las intervenciones propias, sino también con las intervenciones/ publicaciones que otros/as realizan sobre nosotros/as.



Más sobre huella digital - Google Drive

IDEAS BÁSICAS

Que los/as alumnos/as puedan comprender un texto/video informativo breve en inglés avanzar en la comprensión de los conceptos ciudadanía digital y alfabetizaciones múltiples. Que puedan comenzar a informarse y reflexionar sobre Google Drive, el uso de cookies y los historiales de búsqueda. Que puedan comenzar a aplicar lo discutido, por ejemplo mediante la creación de un póster informativo.



Image from Pixabay

More About Digital Footprint; Google Drive



COMMUNICATION: brainstorming of ideas; discussion; expression of agreement/ disagreement; expression of opinion and suggestion. Reviewing of the last class (5 minutes at the beginning, first modelled by the teacher, then assigned to a different group each week, at random)



LEXICAL ITEMS: digital citizenship; online; multiliteracy; website; post; password; online safety; link; download; cookies; browsing history; browser; device; digital footprint; delete/clear; block; operational system; store files; toolbar; data.



LANGUAGE EXPONENTS: I think/believe we need to delete search history because.../ It is is connected to...; I agree/disagree with you/X because...; Google Drive is useful to ...

More About Digital Footprint; Google Drive



COGNITION: read/watch and think, get the main ideas, interpret and organize information.



CULTURE: different cultures on the same world wide web.



CHECK YOUR LEARNING: checklist.



MORE ABOUT DIGITAL FOOTPRINT - Content and Communication

PRE WATCHING - What do you remember about digital footprint?

OPTION

Work with an image to trigger the questions.

NOTE

Teachers may take the image from a webpage, as this one, or use a handmade one.

Where can you see a footprint? Who can leave a footprint?

What is a digital footprint?

What elements conform it?



In your opinion, is it necessary to think about our digital footprint? Why?

What can a person do to control it?

How can it affect our future?

SUGGESTED FOR 4th AND 5th FORM



SUGGESTED FOR 6th AND 7th FORM





WHAT ARE COOKIES?

Can We Block Them or Turn Them On/Off? How? Content and Communication

LANGUAGE OF LEARNING

PRE READING- Brainstorming Ideas

At the beginning, the teacher may write the term on the board and ask students to tell their ideas about it. Then, a picture like this one could be shared on the board to deepen the brainstorming.

POSSIBLE WORD BANK

*edible; inedible;
turn them off/on
information files;
web/websites;
online safety;
tailor your experience;
set cookies;
recognise*



In your own words, what do you think 'cookies' are?

Where can we find them?

Can we do anything to set them? Do you know how?

KIDS!

We're sorry to report there are no tasty snacks here – this policy is all about internet cookies. These much-less-exciting cookies are small information files that we send to the device you're reading this on. They help make our websites work better and provide information to the owners of the site (that's us!).

There are some that we need to use in order to make our website work, and some that you will have the option to turn on. You can ask a parent or guardian to help you turn cookies on or off using our Complianz cookie consent tool. That's all you need to know about cookies, but if you want to find out more, read on!

❑ So what are these inedible internet cookies? Like we said, internet cookies are small files placed on your browser (e.g. Safari or Google Chrome) that help our website work.

There are additional cookies that you have the option to switch on, that help us recognise you when you return to our website and can tell us whether you've visited before. This helps us tailor your experience on our websites, so that you have the best possible time! We also use it to assess how the website is being used, so that we can improve it.

❑ How can I control what cookies you set? Firstly, you'll need to check with a parent about accepting our cookies – make sure you call them over to help you. We have a quick and easy tool that allows you to choose which cookies are on and which are off. Just click the 'Cookie Consent' button in the bottom right-hand corner of your screen when using our website, and it'll let you choose whether or not to accept cookies!

THINK

Is all this information general or is there any specific information that belongs to this webpage?

NOTE: Ask the students to read this text first and **after reading**, ask them to visit the link and to check the cookies setting.



COMMUNICATION

Language Through Learning: Expressing Opinion and Suggestions.

SOME USEFUL PHRASES TO EXPRESS OPINION

- ❑ **I think (that)** ___ cookies are related to digital footprint!
- ❑ **In my opinion,** ___
- ❑ **As I see it,** ___
- ❑ **To me,** ___/ It is important **to me.**

SOME USEFUL PHRASES TO EXPRESS SUGGESTION

- ❑ **It may/could be a good idea to** ___ delete the browsing history.
- ❑ **You should** ___ not provide personal information online .
- ❑ **Let's** pay attention to the cookies we can find ___
- ❑ **Why don't we** ___?

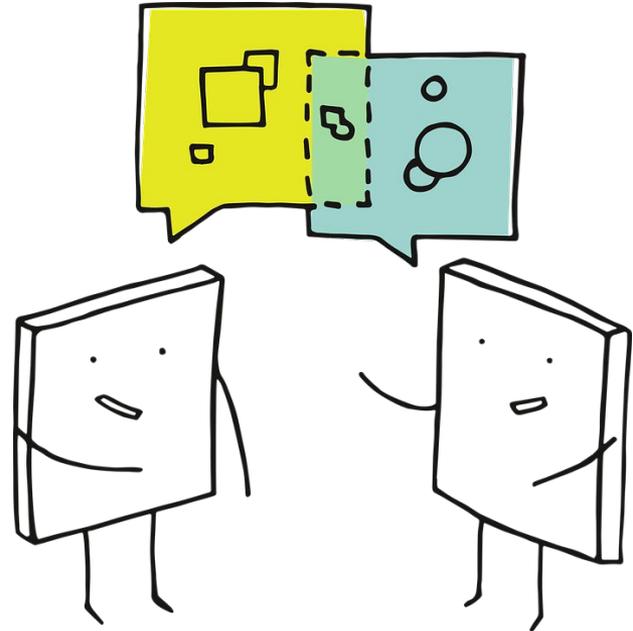


Image from Pixabay



PRE READING

What do you know about 'browsing history'?

❑ Look at the pictures? What can you see?

❑ What do the images have in common?

❑ In your opinion, are they related? How?



❑ What is history?

❑ What things can you browse?
(The teacher may invite the students to relate 'browse' to 'browser')

❑ What could 'browsing history' mean? Do you think it is important? Why?



WHILE READING

In groups or pairs, students read the text once to get the general idea ([text about and clearing browsing data](#); [text about removing saved passwords](#), visited in Sep., 2023).

❑ The teacher will work on the comprehension of the titles. She/he will check the understanding of words such as *clear*; *browsing*; *data*; *delete*; *cookies*; *cached images*; *files*.

GAME: Find a word that means...

❑ They may also write a glossary with the most important words. They may also include pictures or drawings or examples to clarify the meaning.

NOTE: In lower forms the teacher may guide the whole group with the reading of one of the texts and then move on to the next text all together.



CLEAR BROWSING DATA IN CHROME

What happens to your info?

Data that can be deleted

Browsing history

Cookies and other site data

Cached images and files



WHILE READING

In groups or pairs, students will read the text a second time to complete the chart ([text about and clearing browsing data](#); [text about removing saved passwords](#), visited in Sep., 2023)

CLEARING BROWSING HISTORY/DATA

2 main types of data that can be cleared/ deleted	2 basic items that can be deleted	2 advanced items that can be deleted	Steps to clear browsing data	Steps to clear saved passwords from Chrome*	Steps to clear saved passwords from Mozilla Firefox*

NOTE: not all the groups are going to read the same text; the teacher may choose the text to assign to each group and can ask fast finishers to take a look at the other option.

(*) The second text gives one specific reason to clear saved passwords, but it is not relevant for the students. Yet, the teacher may invite them to think about the given reason and other ones.



AFTER READING

All the groups share their charts and the whole class chooses some ideas to create a collaborative chart. This chart may stay on the walls, so that those ideas and tips are always present.

CLEARING BROWSING HISTORY/DATA

2 main types of data that can be cleared/ deleted	2 basic items that can be deleted	2 advanced items that can be deleted	Steps to clear browsing data	Steps to clear saved passwords from Chrome*	Steps to clear saved passwords from Mozilla Firefox*

(*) The second text gives one specific reason to clear saved passwords, but it is not relevant for the students. Yet, the teacher may invite them to think about the given reason and other ones.



SOME USEFUL PHRASES

- ❑ **To us**, 2 main types of data that can be cleared or deleted are ___ and ___
- ❑ **In our opinion/We believe that** 2 basic items that could be deleted are ___ and ___
- ❑ **We think that** 2 advanced items that can be deleted are ___ and ___
- ❑ **We found** six steps to clear browsing data ___
- ❑ **To clear saved passwords from** ___ you have to ___/need to/go to ___ and ___
- ❑ **If you want to clear** ___ you can/ you need to/ you have to/ you go to ...
- ❑ **In case you want to clear/delete** ___ you can ___

NOTE: When reading a chart outloud, expanding the information in a conversational way may help to keep the listener's attention.

CLEARING BROWSING HISTORY/DATA

2 main types of data that can be cleared/ deleted	2 basic items that can be deleted	2 advanced items that can be deleted	Steps to clear browsing data	Steps to clear saved passwords from Chrome*	Steps to clear saved passwords from Mozilla Firefox*



Image from Pixabay



PRE WATCHING - LANGUAGE OF LEARNING

Brainstorming Ideas: the teacher may write on the board some concepts included in the video and ask students to tell their ideas about them before watching it.

What do you usually do on the internet?

Do you use social media?
How?

What do you usually post?



In your opinion what does online privacy means?

What information do you share online?

Who do you chat with?

POSSIBLE WORD BANK

social media; post; selfie; chat; share



WHAT IS ONLINE PRIVACY? - Content, Communication, and Cognition

WHILE WATCHING

In groups or pairs, the students watch the video once to get the global/general idea. Then, they watch the video again to write down the main ideas. After that, students organize ideas into new ones and ideas they already knew from other videos/readings. Finally, they share their ideas with the rest of the class. *Could I add anything to my notes?*





AFTER WATCHING

In groups, students share their main ideas. They create a graphic organizer with the main ideas of their group/the different groups about the video and the texts.

COMMUNICATION AND COLLABORATION

1. Each group needs to share the notes and keywords with the other groups, so that they get to a collaborative idea.
2. If another group mentions the same word or idea, students may be invited to say “We agree with group 1/2/3 on that”.
3. Students agree on what to include in the graphic organizer and how to relate terms and ideas.

LANGUAGE FOR LEARNING

SOME USEFUL PHRASES TO COMMUNICATE AND COLLABORATE

- Digital citizenship___ **(the main term/the term that goes in the middle of the chart) is__**
- Cookies and history **are part of___**
- Digital footprint **includes___**
- Online privacy and digital footprint **are connected to___**



An idea to make a graphic organizer (from pixabay.com)



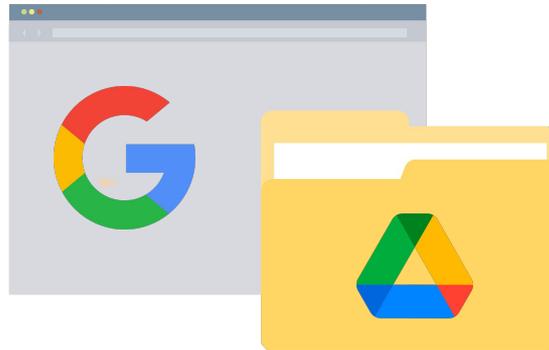
PRE READING

What do you know about Google Drive? The teacher may show the image first and ask students to express their ideas: what is it about?

❑ Look at the picture. What do you see?

❑ In your opinion, what could the image be related to?

❑ Do you know what that 'G' means?



❑ Do you know what Google Drive is?

❑ Do you think that Google Drive is connected to digital citizenship or multiliteracies? Why?

Image from FreePik



WHILE WATCHING

The students may work in groups and the teacher may decide to work along with the students and watch the videos all together. The teacher may play the videos a first time to elicit the comprehension of the general idea. Then, the video can be played a second time and students may be asked to take down notes in order to complete the graphic organizer.



Possible reading to accompany/add to this video: <https://acortar.link/c2Bplr> (Sept. 2023)

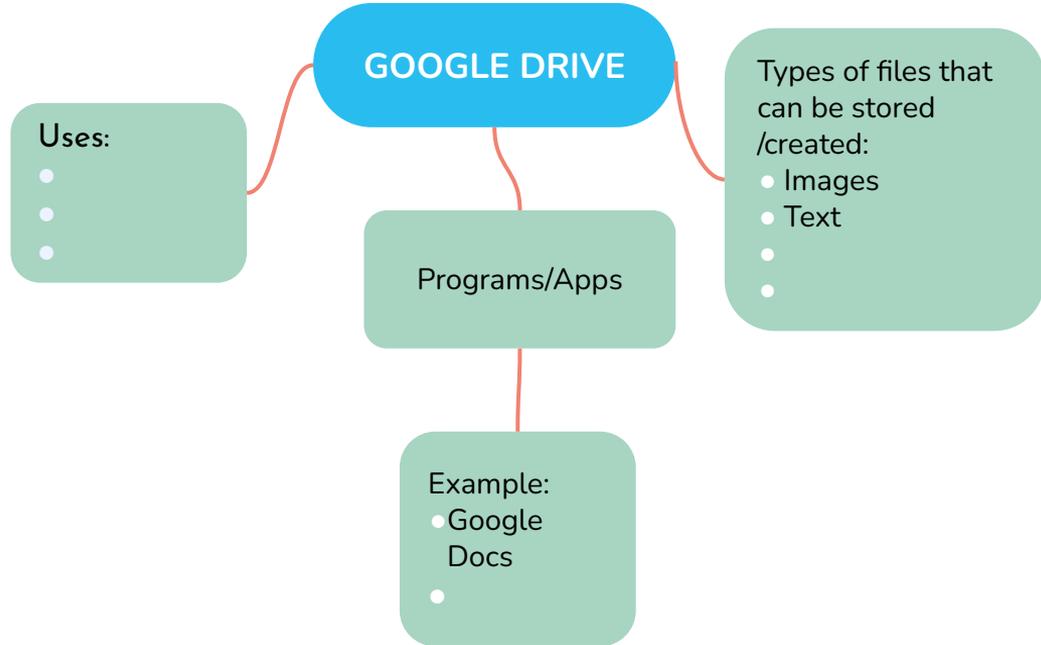


Visit: [Google Docs for Kids](#) (Sept. 2023)
Screenshot from the video.

NOTE: The teacher may choose to turn on the subtitles if necessary. The teacher may also mention that there are apps, but the programs can also be used from the webpage, without using any app.

SOME IDEAS TO COMPLETE GRAPHIC ORGANIZERS

1. First, read the complete text or watch the whole video. What does it talk about?
2. Then, read one sentence at a time.
3. After that, decide if there are keywords (important words) or important phrases that help you understand what the sentence is about.
4. Finally, decide which words/phrases are central ideas, and which words/ phrases complement the central idea. Remember: the central idea will go to the center or will be the place from where all the other ideas come.



AFTER READING AND WATCHING ACTIVITIES

Students will have the chance to apply what they have been working on, while they communicate and collaborate with each other. The teacher may choose to offer one of the options to some groups and the other to the rest of them. Then, the groups can share what they have learned and created.

OPTIONS



Creation of an informative brochure
to tell others about digital citizenship
and Google Drive.



Creation of a poster.

STUDENTS WILL DISCUSS AND DECIDE

- ❑ What information will they include in their final production?
- ❑ How will they organize it?
- ❑ What roles will each of them play in the group?

1. Then, they will read the tutorial to guide their work. If they don't understand something, they can ask for help to other groups that are working on the same kind of production, or they can ask their teacher.
2. After that, students create their production. They share it with other group to see what they think and/or if it is necessary to add/change something.
3. Students share their productions with the rest of the class. The productions could be exhibited on the walls of the school and/or uploaded to the institutional social media (after the authorities' approval).

LINK TO TUTORIALS

OPTION 1: <https://www.wikihow.com/Make-a-Brochure-Using-Google-Docs>

OPTION 2: <https://visme.co/blog/how-to-make-a-poster/>

Visited in Sep., 2023

NOTE: If necessary, the productions could be done on paper and then uploaded to the institutional social media. It may be a good idea to include suggestions and to use creativity (colours/fonts) to call the reader's attention,

ANALYSIS AND REFLECTION - Think, reflect, and collaborate

1. Reflect upon what you/the group learnt.
2. Make a collaborative register with the whole class.

EXAMPLE OF TRIGGER QUESTIONS

- What did you learn?
- What kind of text/video did you read/watch?
- What is/was special about it (characteristics)?
- Can you name and describe any new word/terms?
- Did you learn anything about suggestions? Is there only one way of suggesting different things?
- Did you learn anything about digital footprint and online privacy?
- Did you learn anything about digital citizenship and multiliteracies?
- Is there anything you would like to add?



NOTE: The students may create a special section in their binders where they can keep all the reflections made either in groups or individually. They may also add some lines about themselves when the reflection was made by the whole group.

THINK AND CHOOSE

1) I can explain what online security is.



2) I can say what cookies are.



3) I can say what browsing history is.



4) I can set cookies.



5) I can delete/clean browsing history.



6) I can get main ideas from a text.



7) I can say what Google Drive and Google Doc are.



8) I can create a poster or a brochure online.



ASSESSMENT- Questions for the teachers

DIGITAL EDUCATION AND GLOBAL CITIZENSHIP

- Can your students say new terms?
- Can they they explain those new terms?
- Can your students start applying those new terms?
- Can your students start reflecting on those terms?
- Which students need extra practice?
- Can all your students identify examples of those terms in everyday life?
- Which students need extra practice?

ENGLISH

- Can your students understand different instructions?
- Can they understand specific vocabulary related to the topics they have been working with?
- Can they talk about their personal opinion related to the texts and /or videos they worked with?
- Can they explain in their own words what they have been learning about?
- Can they interact in English using classroom language and everyday expressions?



Image from Pixabay