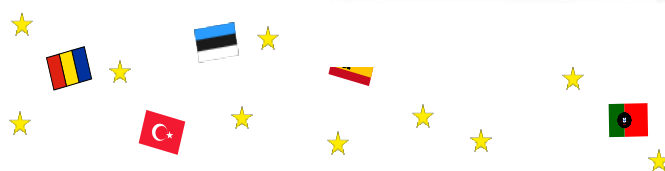


A Resource Book for Creative Teachers

Towards synergy between
new and traditional ways
of teaching



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Resource Book for Creative Teachers is an output of the Erasmus+ KA2 strategic partnership “Contemporary Literacy in Contemporary Kids” from 2015 to 2017.

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Foreword

Dear fellow teacher

Should schools mainly focus on the psychological, social and cultural wellbeing of their students? Is the traditional understanding of learning as a hard mental effort not valid anymore? These are just a few of the essential questions we've been asking while carrying out our project.

On the one hand, those supporting progressive pedagogy see the learning process superior to learning outcomes, discovery learning more important than guided instruction and personal experience more valuable than expert knowledge. Those supporting traditional pedagogy, on the other hand, claim that in-depth knowledge and mastery can only be acquired through hard work driven by high intrinsic motivation and full responsibility for one's learning outcomes.

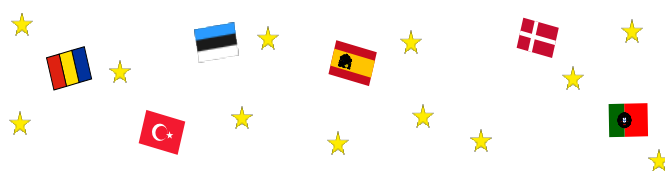
We've come to a conclusion that both the progressive and traditional views on education have their logic. In fact, we'd like to refer to diverse learning through the metaphor of a progressive-traditional pedagogy tree coined by Tom Sherrington. To receive a good education, one needs the roots of learning to be well nourished (progressive), a strong framework built (traditional) and rich inputs provided (progressive and traditional). We couldn't agree more.

This book is about our journey towards that kind of education.

Sincerely

Triin Lingiene

Project Coordinator



Acknowledgements

When thinking back to our two-year partnership, many fond memories return. We really created something significant together — a special group feeling, constructive working atmosphere, smooth intercultural communication patterns, you name it. We worked hard, but we had lots of fun together, too.

Thank you, dear Portuguese team — Albano, Clara and Marta — for running the first learning teaching and training activity in Lordelo, and for looking after the quality of our project! You inspired us to dig deeper into the world of web design, and you touched our hearts with all that art and literature your school boasts. We highly appreciated the job Mr. Oliveira does with adult learners, and we learned so much about local industries collaborating with local schools, thanks to a guided tour by Mr. Silva.

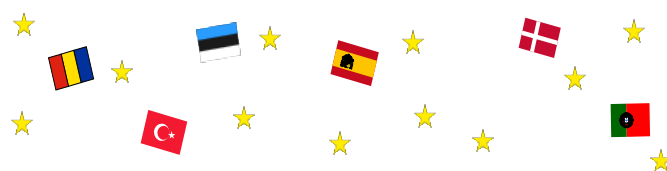
Obrigados!

Thank you, dear Romanian team — Mihaela and Raluca, together with Constantin-Bogdan, Narcisa-Cristina, Geanina and Simona-Maricia — for running the second learning, teaching and training activity in Falticeni, and for making sure our project outcomes sustain! You were so kind and patient with us. You made it possible for our youth to work hard together, produce a great number of outputs, and at the same time, enjoy quite a few unspeakable intercultural moments together. Our special thanks go to the Moldovita team from Liceul Tehnologic “Vasile Cocea” for making us feel mostly welcome, and for teaching us about your culture.

Multumesc!

Thank you, dear Danish team — Lene, Camilla and Lis — for running the third learning, teaching and training activity in Varde, and for monitoring our dissemination activities! You kept our spirits up while making us work on quite complicated topics. We enjoyed a warm welcome at Varde town hall and highly educative field trips to Ribe and Esbjerg. Also, we learned quite a bit by calling on a local folk school and a local theatre club. We’d like to thank Mrs Anderson for her thought-provoking talk and the young politician Laura for her enthusiasm. Our greatest thanks, however, go to the parents who kindly agreed to host our students during their stay in Denmark!

Tusind tak!



Acknowledgements

Thank you, dear Turkish team — Eda and Ayşen — for hosting our second transnational project meeting in Izmit, and for taking care of the risk management of the project! We also thank the art teacher Ayşe Melek Gedikli for her wonderful job with the art exhibition, the folk dance instructor Şahin Öztaş for the absolutely amazing performance of the folk dance group 'Tevfik Seno Arda Anadolu Lisesi (TSAAL) and to the music teacher Pınar Gök for a great concert. Our special thanks, however, go to İlayda Aydoğdu for her wonderful drawings that became the symbols of our project!

Teşekkür ederim!

Thank you, dear Spanish team — Ana and Olga — for having us for the third transnational project meeting in Valencia, and for helping us with implementation activities! It was our final meeting, so we were busy with wrapping things up. In spite of extreme heat we managed to cover budget, time, quality and risk management, along with the tasks related to dissemination, implementation and sustainability. It was a pleasure getting to know your lovely school, staff and students. So was Valencia and its people.

Muchas gracias!

Finally, we'd like to thank the Estonian team — Tuuli, Katrin, Liia and Triin — for hosting the first transnational project meeting in Tartu, and for keeping this project up and running from the beginning to the end! Well done, everyone!

Aitäh!



Introduction

What's the aim of this book?

This magazine-like book serves as an important output of the strategic partnership “Contemporary Literacy in Contemporary Kids” that was carried out 2015–2017 with the support of Erasmus+ programme. It gives a brief overview of the project topics, provides ample evidence of non-formal, active learning during the three learning, teaching and training activities, as well as includes 18 practical classroom activities created by the teachers of the partner schools.

Who benefits from it?

This is a teacher-to-teacher book. We've compiled it with all those our European colleagues in mind who appreciate the synergy between traditional and progressive pedagogies. Our position that these two approaches should be treated as two valid parts of a whole is virtually reflected on each page of the book. Also, let this book inspire those of you who need some encouragement to enter into the highly motivating world of Erasmus+ partnerships.

What's in it it?

The book summarizes the materials we covered in three main chapters: “Digital and Technology Literacy”, “Information and Media Literacy” and “Political and Intercultural Literacy”. In turn, each chapter includes three sections under “Good to know”, “Learning together” and “Practical classroom activities”. The book also includes the lists of references and useful (web) sources at the end of each chapter.

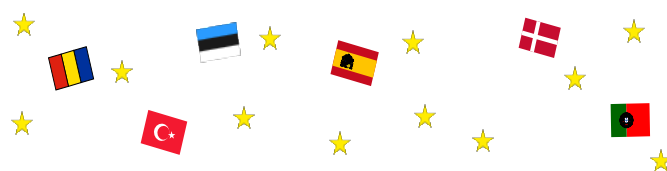
How to use it?

You can just read the book from the beginning to the end to get a general overview of our project outcomes. Alternatively, you can choose any topic you find interesting, and check out the web sources we've provided the book with. Another option is to focus on the practical classroom activities, only, and try them out in your classroom, too. Finally, you may take this book as a model of an e-book in PDF format simply for learning purposes. The book is not interactive as none of us had previous experience with e-books, and we decided to get started with a simple one. But we sincerely hope that you'll find its contents worth reading. Enjoy!



*To study and not
think is a waste.
To think and not
study is
dangerous.*

—Confucius



First chapter

Digital & Technology Literacy



Good to know

Digital literacy is commonly understood as the knowledge, skills, and behaviours used in a broad range of digital devices in networking context.



How to overcome a digital divide?

Technology literacy is explained as the ability to responsibly use appropriate technology to access, manage, integrate, evaluate, design and create information.



How to create tools, process actions and extract materials?



Good to know

Six Laws of Technology

1. Technology is neither good nor bad; nor is it neutral.
2. Invention is the mother of necessity.
3. Technology comes in packages, big and small.
4. Although technology might be a prime element in many public issues, nontechnical factors take precedence in technology-policy decisions.
5. All history is relevant, but the history of technology is the most relevant.
6. Technology is a very human activity — and so is the history of technology.

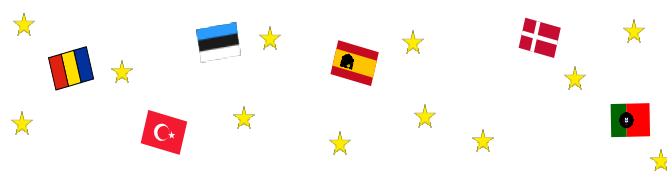
—Melvin Kranzberg

Just because something doesn't do what you planned it to do doesn't mean it's useless. —Thomas Edison

Types of technology

- **Communication Technology** is a system that uses technical means to transmit information or data from one place to another or from one person to another.
- **Construction Technology** is the study of advanced methods and equipment which can be used to build structures.
- **Medical Technology** is the type of technology which is used to extend and improve human life.
- **Information Technology** is a set of hardware and software tools used to store information.
- **Entertainment Technology** is a process of using various technological components to create an entertainment experience.
- **Business Technology** is the type of technology which is made up of various hardware tools and software applications used to run a business and enhance various business operations.
- **Educational Technology** is the type of technology which aims at improving performance by creating and managing various technological processes and resources.

—Useoftechnology.com



Good to know

E-safety

The Internet enables countless online resources and contacts, intensive networking, collaborative learning, active participation, civic engagement and creativity. The 'digital' has become real. Unfortunately, internet dangers are real, too!

- **Impersonation** is about identity theft. Identity thieves use the information they find online to drain one's bank account or ruin their credit rating.
- **Phishing** is about malware attacks through a combination of deceitful emails (spam) and compromised web pages. PayPal, eBay and Facebook are often targeted.
- **Predators and fake friends** are hard to recognise as they use fake accounts with fake profile pictures and fake information. They sound nice, want to have conversations in private, ask for personal information and monitor one's online activities. Their ultimate goal is to take control of their victims.



The e-safety checklist

- | | |
|--------------------------------------|-------------------------------------|
| ▪ Patch, patch, PATCH! | ▪ Use email and the internet safely |
| ▪ Install <u>protective software</u> | ▪ Use <u>secure connections</u> |
| ▪ Choose <u>strong passwords</u> | ▪ Protect <u>sensitive data</u> |
| ▪ BACK UP on a regular basis | ▪ Use <u>desktop firewalls</u> |
| ▪ Control access to your machine | ▪ Stay informed |



Good to know

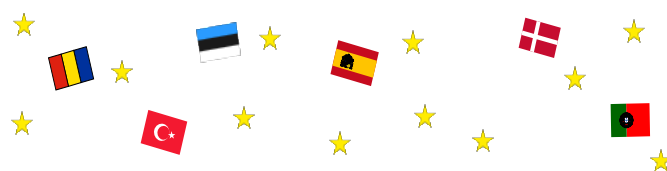
Information and communication technology has revolutionised virtually every aspect of our life and work. Students unable to navigate through a complex digital landscape will no longer be able to participate fully in the economic, social and cultural life around them—OECD 2015

What about teachers?

Young people don't inherently possess digital skills, nor are they aware of their digital skills gaps.

—ECDL Foundation

*Can students actually be considered 'digital natives',
and their teachers — 'digital immigrants'?*



Good to know

If a teacher is not "in", is she "out"?



The alleged confrontation between 'digital native' and 'digital immigrant' seems to be completely irrelevant. In fact, both teachers and students can be considered 'digital immigrants' because no one can ever know all the new devices, programs and/or applications written every day. As technology can't interfere with real knowledge, anyway, teachers had better:

- give their students the tools and teach them how to use these tools, but then leave the students their freedom
- carefully choose why, when and how they have their students use technology for homework
- never use technology as a substitute for their teaching
- bear in mind that technology cannot replace real knowledge
- improve expertise in their subject matter, first and foremost

Our final conclusion is that teacher attitude is much more important than their expertise in technology.



Websites and reading

- BBC. Copyright and intellectual property. Available online at <http://www.bbc.co.uk/education/guides/zchcwmn/revision>
- BBC. E-safety. Available online at <http://www.bbc.co.uk/education/guides/zrtrd2p/revision/1>
- Caroline M. Yoachim. Available online at <http://carolineyoachim.com/2015/08/08/some-thoughts-on-building-an-author-website/>
- Common website terms and what each one means. Available online at <http://www.thinkingit.com.au/glossary-of-website-terminology>
- Comodo. Available online at <https://www.instantssl.com/https-tutorials/what-is-https.html>
- Dheeraj Mehrotra. Basic Concepts Of Information Technology. Available online at <https://www.slideshare.net/dheerajmehrotra/basic-concepts-of-information-technology-it-presentation>
- Digital Dementia. Available online at <http://digitaldementia.ca/>
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- Edudemic. Available online at <http://www.edudemic.com/>
- Fizzle. Available online at <https://fizzle.co/sparkline/how-to-design-a-great-ebook-without-design-skills-10-ebook-page-templates>
- Internet World Stats. The Digital Divide, ICT, and Broadband Internet. Available online at <http://www.internetworldstats.com/links10.htm>
- Molchanov, D. 22 Principles Of Good Website Navigation and Usability. Available online at <http://swimbi.com/blog/22-principles-of-good-web-navigation-and-maximum-usability/>
- TeachThought. Available online at <http://www.teachthought.com/pedagogy/literacy/21-literacy-resources-for-the-digital-teacher/>
- Useoftechnology. What Is Technology – Meaning of Technology and Its Use. Available online at <http://www.useoftechnology.com/what-is-technology/>
- W3Schools. Available online at https://www.w3schools.com/html/html_intro.asp



Learning together

How to construct a website?

A website has many different purposes:

- Informative/Practical Information
- Entertainment
- E-commerce
- Service-based Business
- Blog
- Social Media

It's therefore important to ask these questions:

- Why you're making a website?
- Who you're making it for?
- What's your message?

*The Web is for reaching out to people.
It's your Web site. It's your vision.
Do it your way.* —David A. Crowder

When you know what you want, there are three simple steps need to be taken:

- Choose a website building platform.
- Choose a domain name (www.) and host.
- Setup, design and tweak your website

You can choose from various ways to host a website on the Internet:

- Basic build-it-yourself plans, e.g. Wix, Squarespace, Weebly
- CMS (Content Management System) e.g. WordPress
- Getting technical via a Linux® or a Windows® hosting account



Learning together

A high quality website is easy to navigate...

Distinct	Concise	Clickable	Animated
Simple	Interactive	Silent	Sticky
Consistent	Ordered	Shallow	Scalable
Familiar	Styled	Visual	Tested
Clear	Structured	Responsive	
Descriptive	Accessible	Seamless	

–Dmitry Molchanov

... and easy to read

1. Web copy is scanned. Or glanced at. Not read.
2. Most important information goes first.
3. Simple statements often work best.
4. Write for scanners.
5. Use familiar words.
6. Make your copy easy to read.
7. Expect people to arrive anywhere on your website.
8. Provide useful information.
9. Make a visual impression.

– Henneke Duistermaat

Building one's own website has a potential to become a truly educational experience. There are several options to choose from: taking course, reading books, doing research online.

Knowing how to build a website gives a person an opportunity to make the website look exactly the way they want, add content or change the look without depending on anybody. With competence growth comes a sense of accomplishment, which overweighs any time and effort invested into the sometimes overwhelming process.



Learning together

How to compile an e-book (for beginners)?

Any e-book should first and foremost be interesting, readable and out in the world, as Fizzle puts it.

The five most common e-book formats are

- ePub (The ePub format)
- AZW (a format used in the Amazon Kindle)
- LIT (developed for the Microsoft Reader)
- ODF (OpenDocument Format)
- PDF (The Portable Document Format)

Common tools for making e-books in PDF format

- PowerPoint
- Google Slides
- Google Docs
- Microsoft Word
- Open Office

A few more tips provided by Fizzle

- Both landscape mode and portrait are ok although landscape is usually better for easier reading on computers.
- Choose a perfect theme with no more than 4 colours.
- Different fonts have different feels, but a combination of 2 fonts are quite enough.
- Use images and typography to break up the flow of text.
- Build in your calls to action.
- End sections with a large (full-page) quotas, if possible.

Devices are not dangerous for literature. People can be dangerous for literature. People, for example, who do not read.

– László Krasznahorkai



Learning together

Digital platforms for the 21st century classroom

We discussed the following platforms, and decided that teacher autonomy lets teachers run their classes as they see fit, but it's still important for them to be familiar with:

European Schoolnet

TeamUp

Padlet

Aurasma

Socrative

Future classroom toolkit

Rethink your teaching and learning!



Learning together

15 students and 12 teachers gathered in Lordelo with the purpose of getting to know each other, educating ourselves on the possibilities of ICT in modern education and industry, and developing our intercultural communication skills.

Realising that the 'what', 'how' and 'when' students learn has changed a quite a bit.

- Is it about Generation Z?
- Is it about the world around us?
- Are we, the teachers, to blame?

Although the progressive approach of learning and teaching is considered superior to the traditional one, we still strongly believe that learning has to be a conscious mental effort that requires self-discipline. Also, intellectual and factual knowledge is still valid.



Sure, living in the 21st century means we should care about digital and technology literacy a great deal. To start with, students need the skills to learn in relevant, modern real-world contexts. They should also personalise their learning experience in order to get ready for the highly competitive job market, where the digitally and technologically illiterate have little say.

Teachers, on the other hand, will have to update their ICT skills to bridge the gap between themselves and their students, not necessarily because of the progressive pedagogies widely preached, but in spite of them.



*Simple truth: we
lose the confidence
of our kids and our
communities
when we place
technology instead
of teaching and
learning at the
center of our
school change
efforts.*

—Bill Ferriter



Practical classroom activity 1

Web page design

Created by Ana Belen Minguez Zanon (Spain)

Objective(s)

- To design and construct a web page for a shop

Materials/Equipment

- Computers and HTML manuals

Duration

Four sessions

- to explain the activity (contents,etc.)
- to brainstorm the ideas
- to design and construct the page
- to present and evaluate the page

Skills Required

- Basic skills of HTML, word processor and files use

Disciplines involved in this process

- ICT, Marketing, Design



Practical classroom activity 1

PART 1: Preparation

- Visiting various shop websites
- Looking at various web pages they have
- Choosing some really good ones that inspire
- Analyzing and learning from them

PART 2: Realisation

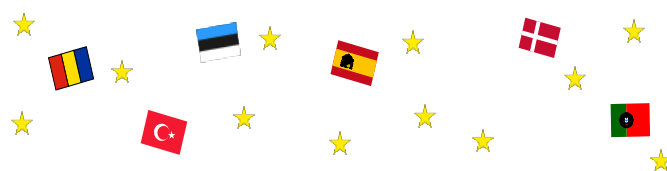
- Brainstorming various possible designs of the page
- Constructing the page
- Improving and finalizing
- Presenting the page

Results

The students learned how to construct simple web pages. They also learned about the marketing needs of a shop, and how to attract customers online.

Reflection

The students enjoyed doing practical activities related to ICT. It means that using ICT for learning does pay off, and make everyday classroom activities more engaging to everyone.



Practical classroom activity 2

A poem

Created by Marta Ferreira (Portugal)

Objective(s)

To write a small poem and use it to compose a piece of music with the help of an on-line application called UJAM.

Materials/Equipment

Computer/smartphone/tablet;

On-line music software, we suggest using www.ujam.com (it's possible to use other if the student/teacher are more comfortable with it);

Phones/speakers and microphone;

Imagination and amusement.

Duration

Five sessions

- i. A session of ICT to explain the activity and to choose the groups and the theme
- ii. A session of ICT to make research about the theme chosen
- iii. A session of Portuguese to compose the poem
- iv. A session of English to translate the poem
- v. A session of Music to record the song

Skills Required

No musical skills required

Disciplines involved in this process

Portuguese, ICT, English



Practical classroom activity 2

PART 1: the poem

- The students will be divided in groups.
- Each group choose one subject, regarding a subject that they are developing in one discipline that they have.
- If they prefer, they can create a theme by themselves.
- Each group write a poem in Portuguese and then they have to translate it to English, about the keywords that have chosen. They can write by themselves, or use technology to support the writing.
- Bellow is a list of on-line applications to support the writing:
- www.google.com; www.lyreach.com; www.wordle.net;
www.lexipedia.com; www.snappywords.com; www.rhymezone.com;
www.whatrhymswith.infox
- Each group will have to translate the poem into English.

PART 2: Write here the name of the first part of the

- Students have to decide in group how to vocal the poem
- Using the UJAM Application students have to record the music
- Using the UJAM application students have to instrumental the music
- Using the UJAM application students have to export the music to “mp3” format and if they want share it in their social media

Results (group 1)

O CFPIMM

*Estamos no CFPIMM
Não queremos que chegue ao fim
Vamos todos trabalhar
Para o mundo mudar
Chega-se à segunda-feira
O Estágio está a chegar
Estamos todos cansados
Para o Centro regressar
No nosso curso é só desenho*

*Queremos ser
desenhadores
E o que tem de valioso
São os nossos formadores
CFPIMM (2x)*



Practical classroom activity 2

Results (group 2)

TERRORISM

*The day 11 September something
did, the world stops
None other than terrorism in the air
That day we knew it was starting
A new season hard to finish
The France started crying
Charlie Hebdo died drawing
Against terrorism, we must fight
This battle we're going to win
If everyone join
Terrorism we will win
If everyone join
We will defeat terrorism*

*In Bataclan entered to dance
• All together to fight
• All together to fight
Terrorism we will win
With guns and bombs they
can fight
But the music will have to face
Europe had to close borders

For some terrorists get
And the music is over
A conclusion just arrived
The Terrorism to stop.
• All together to fight
• All together to fight*

Reflection

This short activity aims to extend and refine students' skills to use digital technology, communication tools, and the internet creatively, critically and safely, in support of their development, learning how to participate effectively in social and community life.



Practical classroom activity 3

Inserting graphic objects in Word documents

Created by Simona-Maricica Murărescu (Romania)

Objective(s)

Cognitive:

- To use Word application at an advanced level in order to insert and modify graphical objects
- To apply special effects on graphics
- To use controls for copying, cutting, moving and special effects
- To create products intended to develop ingenuity and creativity

Psychomotor:

- To use properly the acquired theoretical concepts
- To identify and understand how the menus in the Word Application work

Affective:

- To show interest in the lesson
- To understand the importance of knowing this program

Materials/Equipment

- Methods and procedures: conversation, exercise, explanation, demonstration
- Forms of organization: frontal, individual, on groups

- Worksheets, computer, video-projector, AEL– Microsoft Word course support

Duration

- i. Session of ICT to explain the activity and to choose the groups and the subject
- ii. Session of ICT to make research about the chosen subject

Students need to have

- Knowledge of Windows 7
- Knowledge of file management: creating, saving, opening, deleting etc.
- Knowledge of document formatting by character, paragraph, page, document
- Artistic competences

Disciplines involved

- Romanian; ICT; English



Practical classroom activity 3

PART 1: The name of the first part

- The students will be divided into 3 groups.
- Based on the presentation made available by the teacher, each student has to study and to remember individual categories of objects that can be inserted into Word documents.
- Following the teacher's directions students have to practice individually:
 - Automatic insertion of simple forms (ex. Lines, basic shapes, Star and banners ...) using the Insert command → Shapes;
 - Images insertion from the file (Insert → Picture) and the images from ClipArt (Insert → ClipArt);
 - Insertion of SmartArt graphics type (Insert → SmartArt);
 - Chart insertion (Insert → Chart);
 - Artistic text (Insert → WordArt) etc.

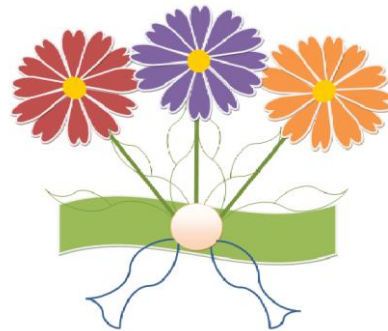


Practical classroom activity 3

PART 2. The name of the first part

Each group is given the task of achieving a drawing after a given model, using resources from the Word Application.

Group 1: has to make a similar image to the one above using Word objects, then grouping the objects into one, saving the document and the final product on the disk named flowers.docx respectively flowers.jpg.



The image must be modified to five flowers instead of three, and they should have different colours.

Group 2: has to make a similar image to the one above using Paint application and Word objects then to group objects into one, saving the document and the final product on the disk named mushrooms.docx respectively mushrooms.png.



The image must be modified to six mushrooms instead of four, and their hats have different colours.

Group 3: has to make the image above, using Word objects, then they have to group all the objects into one, saving the document on the disk with the name of monster.docx and the final products according to the indication:



Create the "monster" from the image with the help of Word instruments with the initial colours and then two versions of this one where the purple colour has to be replaced by green, respectively by orange. Observe the final image format and the used forms. Save the three files with the name monster1.png, monster2.jpg, and monster 3.tiff.



Practical classroom activity 3

Results

Students fulfilled their tasks successfully working in groups, given the following advantages of teamwork

- While meeting a simple work, group work is stimulating, generating a contagious behaviour and a competitive endeavour, in solving complex tasks, problem solving, getting the right solution, all these are facilitated by multiple and various hypotheses.
- It is important for the auto discovery of their abilities and limits and for self-assessment.
 - Subjects working in the team are able to apply and
- Synthesize knowledge in various complex ways, learning more than when working individually.
- It develops students' ability to work together – an important component for life and for their future professional activity
- Teamwork provides the opportunity to share their opinions, experiences, ideas, personal work strategies and information.
- Collective interaction and education has the effect of self-education and a tolerant behaviour of the others' points of view, defeating subjectivity and accepting collective thinking.

Reflection

This short activity aims the development of some collaboration activities, making students responsible for the completion of their own work. Ensuring chaining of some performed elements will prepare them for an activity that they will surely meet again in the future.



Practical classroom activity 4

Why can't I use every online picture in my school project?

Created by Tuuli Tomson (Estonia)

Objective(s)

- To introduce author's rights, creative commons licences and websites where one can find photos and music for school projects.
- To address year 10 students

Materials/Equipment

- The activity is done in the computer lab.
- Presentation (Google Slides), Youtube videos, Creative Commons website
- Different Web 2.0 tools: *Answergarten, Mindmeister, Kahoot, Padlet*

- Tools for creating videos and comics: *Pixton, Make Beliefs Comix, Biteable*.

Duration

- Session 1: to explain the theoretical part
- Session 2: to create a video or comics about the topic (group work)

Skills Required

- No special skills required

Disciplines involved

- ICT, English, Art



Practical classroom activity 4

PART 1: Author's rights and Creative Commons licences

- Lead-in activity: Watching a Youtube video in English “Should “Happy Birthday” be Protected by Copyright? Then discussing the video and sharing ideas: Can you sing “Happy Birthday” to a friend in a public place? Is it illegal? Have you ever thought about it? Is it an important topic? Why?
- Discussion and explanation: Using *Answergarten* students produce ideas: What is a piece of work? With the help of Google Slides Presentation explaining author's rights and using other people's work in school projects.
- Explanation and group work: With the help of Google Slides Presentation and Creative Commons website explaining Creative Commons licences. This part ends with creating one mindmap about these licenses in groups. The tool used here is *Mindmeister*.
- Exploration: Introducing the group work results. Introducing websites where one can find photos and music to use in school projects. Exploring these sites.

PART 2: Creating a video or cartoon in groups about the topic

- Lead-in activity: *Kahoot* test to revise the material studied in the previous lesson. Dividing students into groups with Team-Up. Introducing some tools to create videos and cartoons.
- Group work: creating videos and cartoons.
- Introducing group work and discussion.
- Evaluation: using Tablet students answer the questions: 1) what was the most important idea of the lesson; 2) how do they change their behaviour on the Internet?



Practical classroom activity 4

Results

Students know some terms like author, piece of work, licence and understand the importance of the topic. They know how to share their work using CC licences and how to use other people's work in their school projects. In addition, students can use a Web 2.0 tool to create a comic or a video and work in groups.

Reflection

This short activity aims to extend and refine students' understanding of author's rights, their ability to use digital technology, communication tools, and the internet creatively, critically and safely, in support of their development, learning and capacity to participate effectively and legally in social and community life.



Part of a comic strip made with *MakeBeliefsComic*



Part of a comic strip made with *Pixton*



Practical classroom activity 5

How to make a book trailer of a book?

Created by Lene Dall Berthelsen (Denmark)

Objective(s)

- To read and understand a novel or a short story
- To define the genre novel/ short story
- To analyse a novel/short story
- To explain the composition and the environment of the novel/short story
- To make a characterization of the most important persons
- To learn about the genre multimodal texts
- To learn about cinematic means
- To make a book trailer

Materials/Equipment

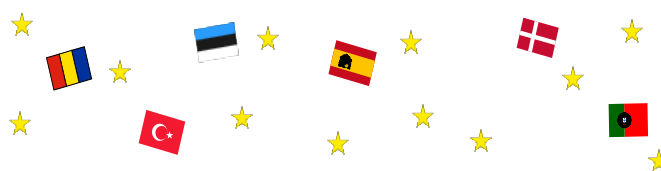
- The novel, White board, Computer: <http://filmlinjen.dk/for-elever/saadan-laver-man-film/>, Mobile phone, relevant props

Duration

- Session1: reading and understand the novel/short story
- Sessions 2 and 3: making the book trailer

Skills Required

- Cinematic, acting, editing
- Disciplines involved
- Danish, Arts



Practical classroom activity 5

PART 1: Reading and analysing the novel/short story

- Students read the novel/short story.
- Using a plan for the analysis the students analyse the text with a special focus on the composition, the environment and the characterization of the most important persons. The exercises are both written and oral.

PART 2: Making the book trailer

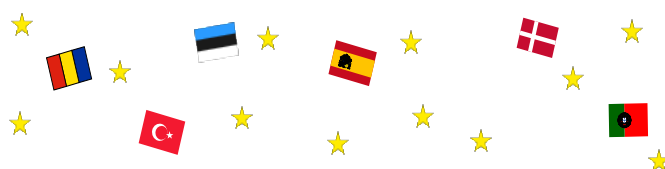
- Students learn how to make a story board.
- Students start acting and filming the plot and having the sale of the book/short story in mind (a book trailer is supposed to sell the novel/the short story).
- Students edit the filmed materials and add sounds/voice overs etc.

Results

- TV2 reklamespot for 'Krøniker fra Kvæhl' af Dennis Jürgensen:
<https://www.youtube.com/watch?v=9gv3GtO3Emc&list=PLfoSPpZuR-2R5BM3cPd4vOro3UHNfLTA5&index=6>
- Dig og mig ved daggry af Glenn Ringtved og Sanne Munk Jensen –
Bogtrailer <https://www.youtube.com/watch?v=RuqOMmWgINc>

Reflection

This great activity aims to extend and refine the students' ability to read and understand a text. The digital technology and the communication tools are great ways to look upon a text in a different way. The commercial view upon a text – the fact that the students must SELL the text is a fresh and new way to comprehend and absorb.



Practical classroom activity 6

How to make a 'crazytalk' animation for a history lesson

Created by Eda AKSOY TOSUN (Turkey)

Objective(s)

- To read about a historic person and understand their importance
- To find out what this person achieved and what they worked for.
- To sequence the milestones in their life
- To create a facial animation of this person and make them speak out.

Materials/Equipment

- Computers
- A whiteboard
- <https://en.softonic.com/download/crazytalk/post-download?sl=1>

Duration

Session 1: Searching information about outstanding people in history

Session 2: Making animations about these people

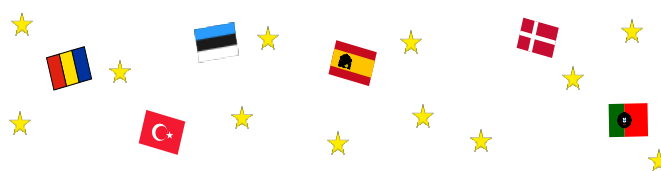
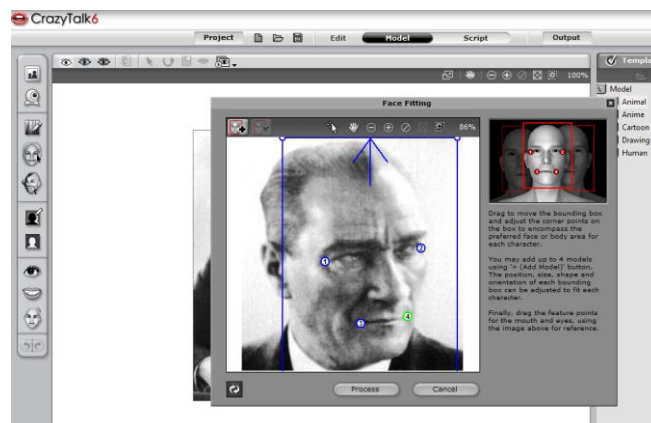
Session 3: Sharing animations within the class

Skills Required

- Computer skills
- Critical thinking skill
- Editing skills

Disciplines involved

- Languages, Art, ICT



Practical classroom activity 6

PART 1: Reading and analysing the novel/short story

- Students decide whom they will be studying
- Student do some research and familiarize themselves with the life of their chosen people
- They learn about important events, achievements and obstacles related to these people
- Students decide which parts will be included in the animation

PART 2: Making the book trailer

- Students download the animation program CrazyTalk 6 available at <https://en.softonic.com/download/crazytalk/post-download?sl=1>
- Students bring their characters alive by designing their facial expressions first, and adding voice later

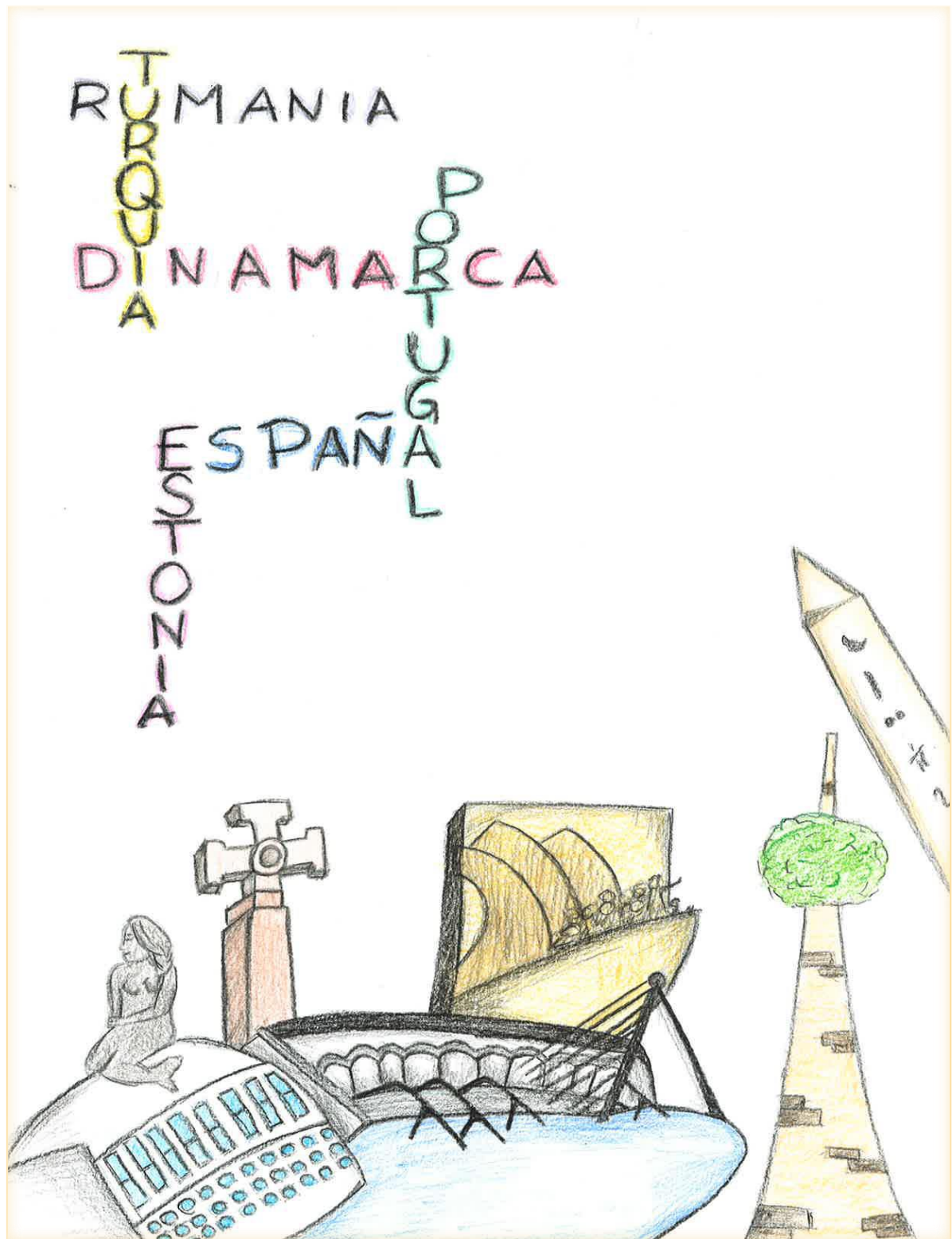
Results

- See a sample video on YouTube.
https://www.youtube.com/watch?v=_0bV4ULfwr4
- See a tutorial video on YouTube for further info.
<https://www.youtube.com/watch?v=A1l0-cqI5Xs>

Reflection

This activity aims to visualise abstract topics and make them more real and understandable. Besides, student can put himself in someone else's shoes and think critically from another point of view. Fun is an extra gain.



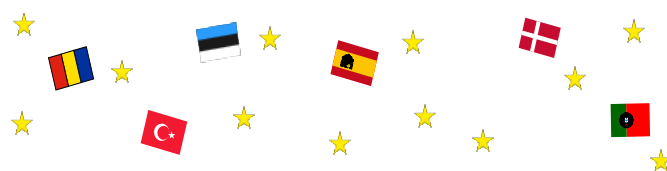
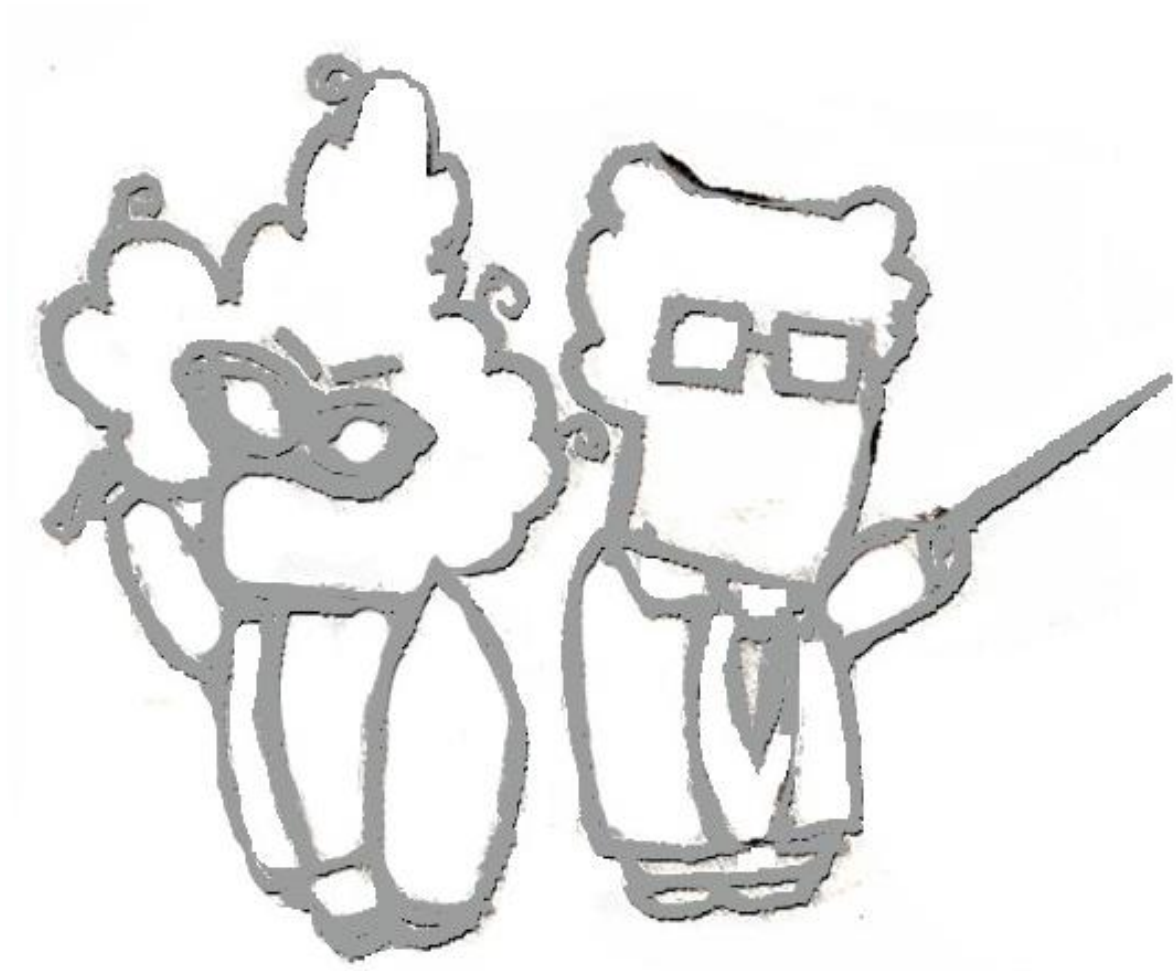


Drawn by from Spain



Second chapter

Information & Media Literacy



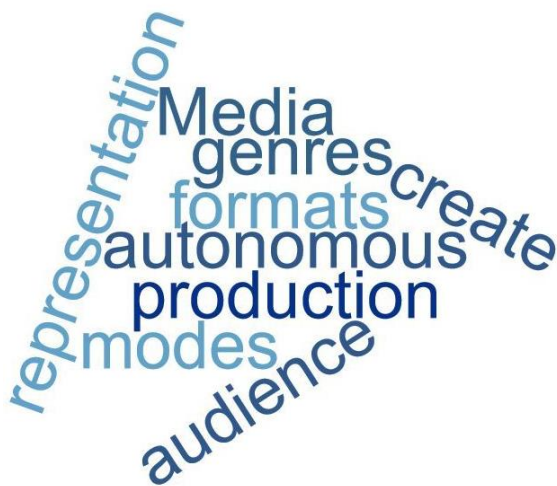
Good to know

Information literacy is generally understood as recognising the need for information, researching effectively, assessing, analysing and synthesizing the information found, as well as effectively creating new information.



*How to separate
fact from fiction?*

Media literacy refers to reading electronic, digital, print or artistic visuals, along with encoding and decoding the symbols transmitted via media; also, analyzing, synthesizing and producing mediated messages.



*How to overcome content,
contact and conduct risks?*



Good to know

The BIG6™ skills

Eisenberg and Berkowitz (1987) suggest that students can be efficient and still be successful by honing the following Big6 skills:

Task definition	Define the information problem. Identify information needed. <ul style="list-style-type: none"> What is my current task? What are some topics or questions I need to answer? What information will I need?
Information seeking strategies	Determine all possible sources (brainstorm). Select the best sources. <ul style="list-style-type: none"> What are all the possible sources to check? What are the best sources of information for this task?
Location and access	Locate sources (intellectually and physically). Find information within sources. <ul style="list-style-type: none"> Where can I find these sources? Where can I find the information in the source?
Use of information	Engage (e.g., read, hear, view, touch). Extract relevant information. <ul style="list-style-type: none"> What information do I expect to find in this source? What information from the source is useful?
Synthesis	Organise from multiple sources. Present the information. <ul style="list-style-type: none"> How will I organise my information? How should I present my information?
Evaluation	Judge the product (effectiveness). Judge the process (efficiency). <ul style="list-style-type: none"> Did I do what was required? Did I complete each of the Big6 Stages efficiently?

Source: The Big6™



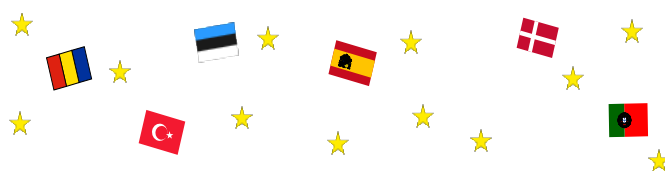
Good to know

The Model of the Information Search Process

The Professor Emerita of Library and Information Science at Rutgers University Carol Collier Kuhlthau divides the information search process in six stages:

Initiation	When a person first becomes aware of a lack of knowledge or understanding and feelings of uncertainty and apprehension are common.
Selection	When a general area, topic, or problem is identified and initial uncertainty often gives way to a brief sense of optimism and a readiness to begin the search.
Exploration	When inconsistent, incompatible information is encountered and uncertainty, confusion, and doubt frequently increase and people find themselves “in the dip” of confidence.
Formulation	When a focused perspective is formed and uncertainty diminishes as confidence begins to increase.
Collection	When information pertinent to the focused perspective is gathered and uncertainty subsides as interest and involvement deepens.
Presentation	When the search is completed with a new understanding enabling the person to explain his or her learning to others or in some way put the learning to use.

Source: [Model of the Information Search Process](#)



Good to know

Five key concepts of media

Media are constructions. Media products are created by individuals who make conscious and unconscious choices about what to include, what to leave out and how to present what is included. These decisions are based on their personal viewpoints, shaped by their personal opinions, assumptions and biases. This means that media products are never entirely accurate reflections of the real world. We therefore need to ask:

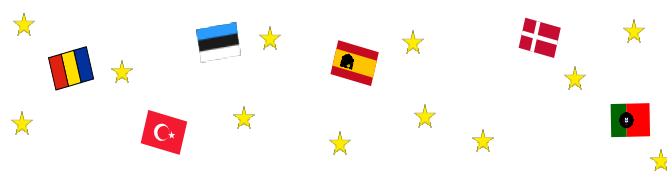
- Who created this media product?
- What is its purpose?
- What assumptions or beliefs do its creators have that are reflected in the content?

Audiences negotiate meaning. The meaning of any media product is a collaboration between its producers and the audience. It is crucial to realise that different audiences can understand the meaning of the same product in a wide variety of ways. Media literacy then helps us see how individual factors, such as age, gender, race and social status affect our interpretations of media. The questions to be asked are:

- How might different people see this media product differently?
- How does this make you feel, based on how similar or different you are from the people portrayed in the media product?

Media have commercial implications. Most media production is created to make a profit. Media industries are owned by a powerful network of corporations that always control the content and distribution of any media output. This means that a relatively small number of individuals decide what we watch, read and hear in the media. It is also the case when media content is not made for profit (YouTube videos and Facebook posts). The questions to be asked are:

- What is the commercial purpose of this media product (in other words, how will it help someone make money)?
- How does this influence the content and how it's communicated?
- If no commercial purpose can be found, what other purposes might the media product have (for instance, to get attention for its creator or to convince audiences of a particular point of view).
- How do those purposes influence the content and how it's communicated?



Good to know

Media have social and political implications. Media always communicates values, power and authority. Sometimes, what or who is absent may be more important than what or who is included.

Media messages can convey conscious decisions, as well as unconscious biases and unquestioned assumptions. Most importantly, they can have a great impact on what we think and believe. Politicians know that, so they can form big social changes through media manipulation.

The questions to be asked are:

- Who and what is shown in a positive light? In a negative light?
- Why might these people and things be shown this way?
- Who and what is not shown at all?
- What conclusions might audiences draw based on these facts?

Each medium has a unique aesthetic form. The content of media depends in part on the nature of the medium (the technical, commercial and storytelling demands of each medium).

The questions to be asked are:

- What techniques does the media product use to get your attention and to communicate its message?
- In what ways are the images in the media product manipulated through various techniques (for example: lighting, makeup, camera angle, photo manipulation)?
- What are the expectations of the genre (for example: print advertising, TV drama, music video) towards its subject? (Media Smarts)

Source: edutopia.org



Websites and reading

Edutopia.org

<https://www.edutopia.org/blog/social-media-five-key-concepts-stacey-goodman>

Hans Rosling

https://www.ted.com/speakers/hans_rosling

Karol Kuhlthau

<http://wp.comminfo.rutgers.edu/ckuhlthau/information-search-process/>

Mark Liddell

<http://ed.ted.com/lessons/how-statistics-can-be-misleading-mark-liddell>

The Big6

<http://big6.com/>

Worldometers.info

<http://www.worldometers.info/>

To be added more

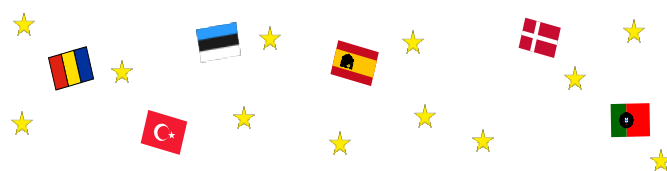


If you don't read the newspaper, you are uninformed; if you do read the newspaper, you are misinformed.

– Mark Twain

A good newspaper, I suppose, is a nation talking to itself.

– Arthur Miller



Learning together

Solving real-world problems

Objectives

- Identifying and describing European youth problems
- Working on perfect driving questions
- Designing problem scenarios
- Studying different possible solutions to the problems posed and questions asked

Skills

- Teamwork, creative thinking and communication skills

Outcomes

- The participants developed their skills in critical thinking, creativity, and problem solving
- The participants developed their teamwork and communication skills.
- The students increased their motivation by realising how they can use any new piece of information in real life.
- The teachers learned how to support their students as partners and facilitators through active learning experience.

Reflection

Despite some confusion related to homework tasks, the transnational teams of students and teachers worked together with great enthusiasm and efficiency. As everybody had prepared themselves thoroughly at home, they eagerly shared their ideas and provided ample input to the joint, highly productive activities.

The six case studies on solving real-world problems are available at <http://clickerasmusplus.eu/students-corner/>



Learning together

Creating the news & recognizing media manipulation

Objectives

- Familiarizing the participants with the basic rules and principles of writing audio-visual and online news
- Recognizing the elements of media manipulation

Skills

- Communication and writing skills in English

Outcomes

- The participants learned about the role and use of different news items as information tools.
- The participants learned how to distinguish between the 'right' and the 'wrong' news, as well as how one and the same piece of information can be turned into radically different news items for manipulation purposes.
- The participants grew more conscious media users and responsible citizens willing and being able to change the behaviour of media institutions for public good.



Reflection

The activity was successful thanks to a great guest speaker Elena Ghenghea, motivated participants, as well as well-prepared materials by the host team. We truly learned something new during the session, and we grew more conscious about things we actually knew before.

The 12 media messages are available at <http://clickerasmusplus.eu/students-corner/>



Learning together

Media stereotyping

Objectives

- Identifying what a media stereotype is
- Presenting and discussing typical cases of media stereotyping
- Practicing media stereotyping techniques as a fun activity

Skills

- Teamwork, creative thinking and communication skills

Outcomes

- The participants raised their awareness of the authorship, format, audience, content and purpose of news items.
- The participants learned to ask critical questions about techniques media uses to attract attention; about values, lifestyles and viewpoints media communicates; about hidden agenda and true reasons a media item is created.
- The students increased their motivation by realising how they can use media for learning purposes.
- The teachers learned how to support their students as partners and facilitators through active learning experience.

Reflection

Again, we can talk about a successful activity. Thanks to relevant preparations at home, an environment conducive to learning and overall positive attitude of the participants we all learned a great deal.

The six case studies on media stereotyping are available at

<http://clickerasmusplus.eu/students-corner/>



Learning together

Creativity versus plagiarism

Objectives

- Finding and evaluating different sources, as well as organizing ways of research
- Learning about different types of information
- Learning about the problems with plagiarism
- Promoting creativity and learning how to cite correctly and create a reference list

Skills

- Teamwork, creative thinking and communication skills

Outcomes

- The participants learned to define a task, choose a proper strategy for seeking the needed information, locating and accessing the information, as well as using it effectively.
- The participants learned how to synthesize and evaluate the new piece of information created.
- The participants grew more aware of plagiarism and how to avoid this.
- The students improved their learning skills by practicing information literacy skills in informal context.
- The teachers learned how to support their students as partners and facilitators through active learning experience.

Reflection

This activity served its purpose very well. The participants were clearly shown the challenges and “stumbling blocks” in working with information, but agreed that it will take time and lots of practice before they can consider themselves fully information literate.

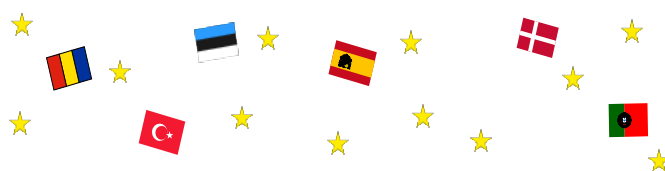


Learning together

20 students and 15 teachers met together in Falticeni to learn how to ask right questions, choose appropriate sources, find information needed, assess the value and reliability of it, blend the new with the old, share their new understandings, and as a result, improve their learning skills. All together the participants then honed their skills in accessing, analysing, evaluating and creating media.

Each partner school team had prepared two case studies, one being about a real-world issue of young Europeans, and the other looking at typical media stereotypes. In transnational teams they mutually introduced and debated those studies, and eventually came up with some really good ideas.

It was a sheer pleasure to watch the youth working on their tasks: not only did they acquire new knowledge and skills, but they also created quite a few unspeakable intercultural moments together!



Practical classroom activity 1

A TV commercial

Created by Ana Belen Minguez Zanon (Spain)

Objective(s)

- Students make a TV commercial in English.

Materials/Equipment

- A video camera to film themselves

Duration

- Sessions 1 and 2: writing scripts
- Homework: shooting adverts
- Session 3: watching the adverts

Skills Required

- Knowledge about publicity and advertising campaigns
- English language skills

Disciplines involved

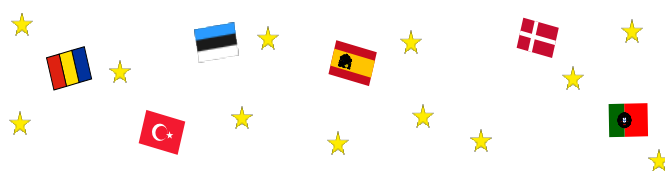
- ICT, English, Art, Advertising

Reflection

When doing projects, students work more enthusiastically when the final result is a video rather than paperwork.

Results

We enjoyed some really interesting adverts. Our students made a great job.



Practical classroom activity 1

PART 1: Preparation and design of the presentation

- Students discuss various ways to advertise different things.
- Students generate ideas for their own advertising campaign(s).
- Students write the script(s).

PART 2: Oral presentation

- Students film themselves and watch the advertising videos.

Photo 1

Photo 2

Photo 3

Photo 4



Practical classroom activity 2

Mass Media – guilty or not guilty?

Created by ? (Portugal)

Objective(s)

- To reflect on the veracity of the information that is transmitted to all of us.
- To evaluate the impact of media and social networks influence on young people.
- To report on cases of abuse of manipulated information.
- To search arguments for and against the Media.

Materials/Equipment

- Some writing paper and pens and a whiteboard in a traditional classroom

Duration

- Two sessions
- i. Preparation (2h)
- ii. Dramatization (2h)

Skills Required

- Organization, reading, interpretation and selection of information, abilities for oral communication, ability to argue, active Listening , creativity , memorization , cooperation and body expressiveness

Disciplines involved

- Portuguese

Photo 1

Photo 2



Practical classroom activity 2

PART 1: ICT

- The teacher presents the activity and distributes the tasks.
- The students search for examples on the Internet.
- The students write dialogues and organize scenes.
- The students rehearse and set up scenarios.

PART 2: Dramatization

- A trial session in a courtroom is carried out to decide whether the media are innocent or guilty.
- At the sitting are the judge, the defendant, the defense and prosecution lawyers, the jury, witnesses, public and the court custodian.
- The judge gives an opportunity to each one to speak.
- In the end, there is a deliberation of the jury and the judge.

Results

The activity was successful; almost all students played an important role in defending or accusing the media. Some trainees had difficulty exposing themselves to their colleagues. The session was photographed and filmed. While watching the video, there were times of much laughter because of each other's postures, but the students were also able to assess the times when they failed or were successful.

Reflection

This activity led the students, in a creative way, to reflect on the influence of the Media. With the set of arguments for and against, the testimony of the witnesses and the deliberation of the jury, the judge considered the media guilty of the negative influence they have or may have on people.



Practical classroom activity 3

Creativity versus plagiarism

Created by Raluca-Oana Horvat (Romania)

Objective(s)

- To find and evaluate resources
- To organize the way to research
- To know about the types of sources of information
- To know about plagiarism and copyright
- To promote the benefits of creativity and to avoid plagiarism
- To cite correctly the sources and to create a reference list

Materials/Equipment

- Internet, computers, projector, different materials from the school library (books, drawings, maps...)

Duration

- One session (50 minutes)

Skills Required

- To use information and technology ethically and responsibly
- To respect copyright/intellectual property

rights of creators and producers

Disciplines involved

- English (students have to write a project about a touristic attraction in the English spoken countries)



Practical classroom activity 3

PART 1: Preparation and design of the presentation

- The teacher introduces the topic by showing a video, entitled "Intellectual Property Theft" using a projector and a screen in the computer lab.
- Throughout the viewing of the video, the teacher stops the video at designated places to question students about their experiences with and opinions about the topics discussed in the video.
- The teacher introduces the bibme.org website as a source that students can use to help them cite information correctly. It is a fully automatic bibliography maker and it is the easiest way to generate citations and to build a works cited page.
- The teacher explains what information students need to obtain from different websites in order to enter this information in the correct spaces on the bibme.org website in order to obtain a citation.

PART 2: Oral presentation

- Students role play the act of locating an image and citing it on the bibme.org website. Students ask questions and provide feedback. Strategically paired and grouped students will practise this skill with support from the teacher.
- Students practice going to the bibme.org website and entering bibliographic data obtained from another website in order to experience the process by themselves.

Results

Correct citation for the text or texts that students select.

Reflection

The group reassembles and students share their experience with the group. Any problems students encountered are discussed and students reflect on the importance of recognizing the creative work of others.



Practical classroom activity 4

Questions and answers

Created by Triin Lingiene (Estonia)

Objective(s)

- To let students seek, locate, use, synthesise and evaluate information on a topic they find important and/or relevant
- To encourage students' collaboration
- To promote the use of ICT for learning
- To develop students' English skills in a CLIL class

Materials/Equipment

- Mobile phones and/or laptops, web resources suggested along with guidelines and worksheets developed by the teacher

Duration

Six sessions

- i. Introducing the Big6™ model and analysing the six skills presented
- ii. Learning English vocab for information seeking, evaluating and presenting
- iii. Forming groups, brainstorming topical issues relevant for the students and agreeing on specific topics

- iv. Working through various web sources by applying the Big6™ model
- v. Discussing the answers the group members have found and fulfilling the worksheet provided by the teacher
- vi. Presenting the findings (in English) to the whole class

Skills Required

- Spoken and written English at least at level B1
- Digital skills
- Team working skills

Disciplines involved in this process

- English, ICT, Social Studies



Practical classroom activity 4

PART 1: Theoretical (things made plain)

- Opening: class discussion on information around us and on the importance on information skills
- Exposition: the Big6™ model is presented; the task-related materials are given to students;
- Recap: the main points are paraphrased and the key points emphasized
- Summary: the students summarise what they've learned so far, and what they'll have to do next

PART 2: Practical (use and refinement)

- The students are given a task to form groups, agree on a topic, seek and evaluate information available online, form their joint position and eventually present their findings to their classmates.
- The students work in groups and the teacher gives guidance, alerts them to cues, and asks questions to check that they are doing the right things.
- The students work on their tasks.
- Group presentations and feedback are given.

Results

- The students completed three sets of worksheets and shared their new knowledge with their classmates.
- Later, as a sequence to this particular activity, they presented their findings to the whole school through nicely designed posters on the school Erasmus+ display board, and on [the project website](#).

Reflection

During this activity three groups of students developed their information, teamwork and English skills in connection with their CLIL course. The students appreciated this activity mostly for its practical and real-life approach. They acquired something new, and they improved their learning competence a great deal.



Practical classroom activity 5

A Brilliant Brand

Created by ? (Denmark)

Objective(s)

- The students must learn how to look more critically upon commercials and branding in the media
- They learn how to mix media and communication in creating a brand.
- They will learn a wide vocabulary around branding.
- They will learn how to safely and critically research on the Internet.
- They will learn how to participate in a critical discussion.
- They will improve and practice their communication skills.

Materials/Equipment

- A computer for each group
- Some paper and craft materials to create a commercial, if they choose to do it by hand

Duration

Five sessions

- i. to explain the activity and to allocate the groups into the research on good brands and to discuss the keywords
- ii. to plan their own commercial and do the slogan
- iii. to make the commercial
- iv. to present the commercials
- v. share the presentations in class

Skills Required

- Either drawing or computer design skills

Disciplines involved in this process

- Creativity; to know how to analyse and how to create a commercial



Practical classroom activity 6

Recognising the power of media tools

Created by Eda AKSOY TOSUN (Turkey)

Objective(s)

- Students will be able to recognize the kind of texts in a newspaper.
- Students will be able to perceive the language of headlines.
- Students will be able to identify different tones/perspectives in headlines.
- Students will be able to compare different headlines for the same news.
- Students will be able to critic the headlines.
- Students will be able to write headlines.

Materials/Equipment

- Newspapers of the same date, a computer for each group, a printer

Duration

Four sessions

- i. Explaining the activity; setting up the groups and cutting out the news of the same incidents from different newspapers.
- ii. Working on the headlines and discussing in groups
- iii. Writing their own headlines for the news cut out of the newspaper.
- iv. Presenting their renovated news.

Skills Required

- Creativity, editing, critical thinking, creative writing

Disciplines involved in this process

- Reading, writing



Practical classroom activity 6

PART 1

- Students find the same news from different newspapers and compare the headlines.
- They work on the language that is used in headlines and find out the rules by examining the examples and searching on the internet.
- They discuss the difference of language and the perception that they arouse in groups.

PART 2

- Students will write their own headlines for the news that they have cut out.
- They will write news and two different headlines for the same news.
- Then they will present the news to other groups with different headlines and want them guess the content just by reading the headlines.
- They will discuss the attitude and perception difference.

Results

The students involved in this activity were surprised, at first hand, at seeing how differently they felt and thought for the same news with different headlines. This activity has become a good start for them to think twice for news released online or in newspaper. They enjoyed the power of words and creating their own sentences.

Reflection

This activity aims to awake awareness about manipulating power of media. It will help students think critically about media messages and news. Besides, it will help them internalize the language of newspapers and produce their own words as active individuals.



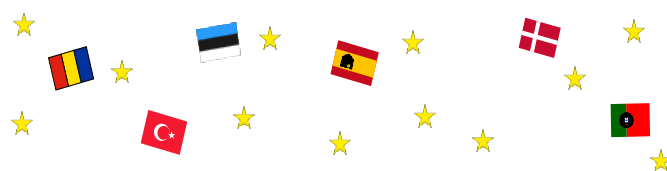
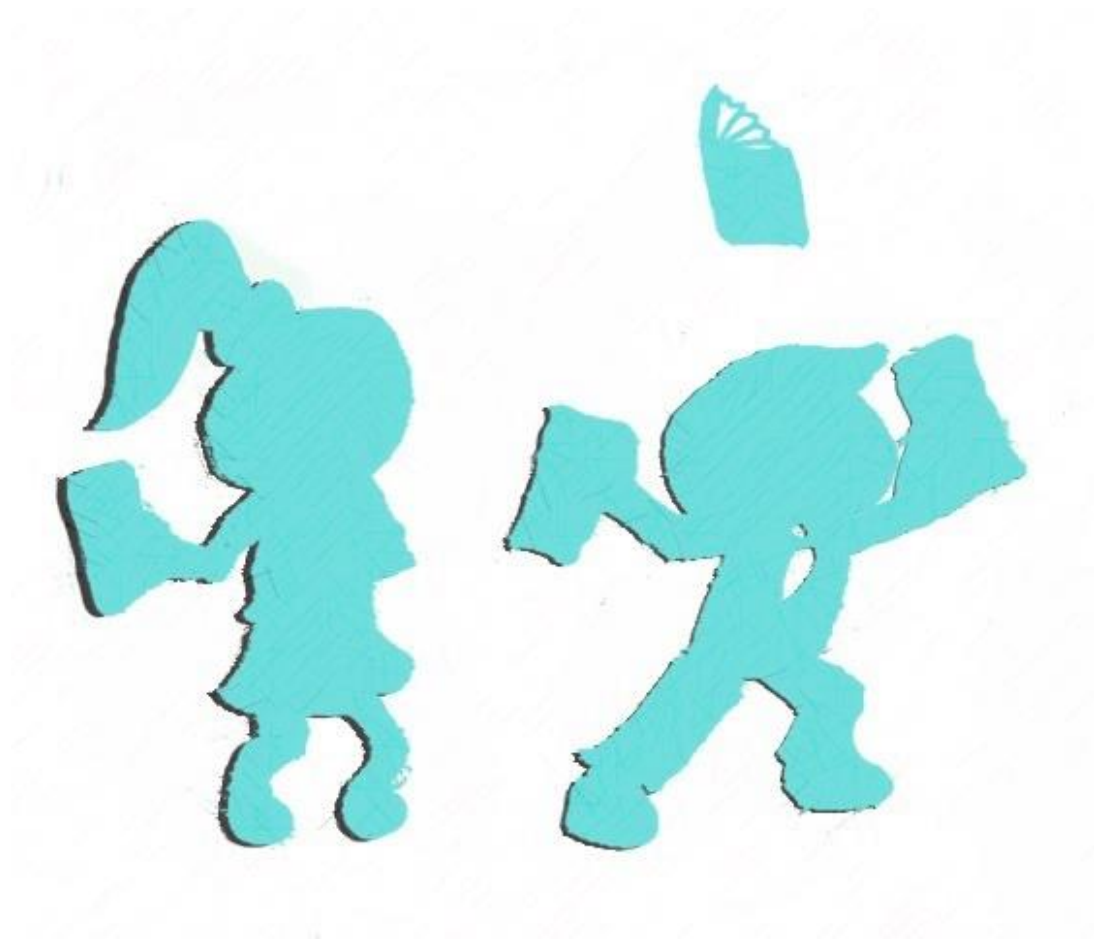


Drawn by ... from Spain



Third chapter

Political & Intercultural Literacy



Good to know

Political literacy means being politically aware and effective. It can be seen as a set of skills that enable people to read issues and events politically.



*How to enlighten
uninformed and
indifferent citizens?*

Intercultural literacy is defined by M. J. Bennett as “the ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts.”



*How can somebody from
culture A effectively
communicate with somebody
from culture B?*



Good to know

Educating for Democracy

The Professor of Government and Politics, Murdoch University Hugh Collins writes in his paper "Political Literacy: Educating for Democracy" that as any literacy can be interpreted via dimensions of extent, depth and specific domains, so can political literacy.

- The extent of political literacy refers to attempting a mass programme through education for citizenship. The emphasis is upon schools and the curriculum.
- The depth of political literacy refers to a deeper understanding of politics than mere instruction alone can offer. What holds for the governed applies also for their governors.
- The domain of political literacy refers to the polity. This is a public sphere where power is exercised in society. In a democracy it gives power to the citizens who can elect representatives from among themselves to form a governing body.

According to professor Henry Maitles from the University of the West of Scotland, democracy needs politically educated population who understands the difference between the political parties, knows how democratic institutions work and how to vote. However, many people have little idea of basic political issues.

Is political literacy more about content or skills? In order to spot bias and exaggeration, analyse critically different pieces of evidence, weigh up sources and come to conclusions, one needs political skills. Still, the content and the skills should not be separated as responsible citizens need to share democratic values together.

Maitles suggests that political education should involve history and social issues, introduction to legal issues, critical reasoning, ethics and moral instruction. Also, more attention should be paid to understanding of the global and multicultural dimension

Teaching democracy will not be a panacea, however, as many governments fail to take care of their populations. Still, there is clearly value in citizens being politically literate, so by keeping realistic perspective, teachers should encourage their students to stay alert and ask important questions whenever they can.



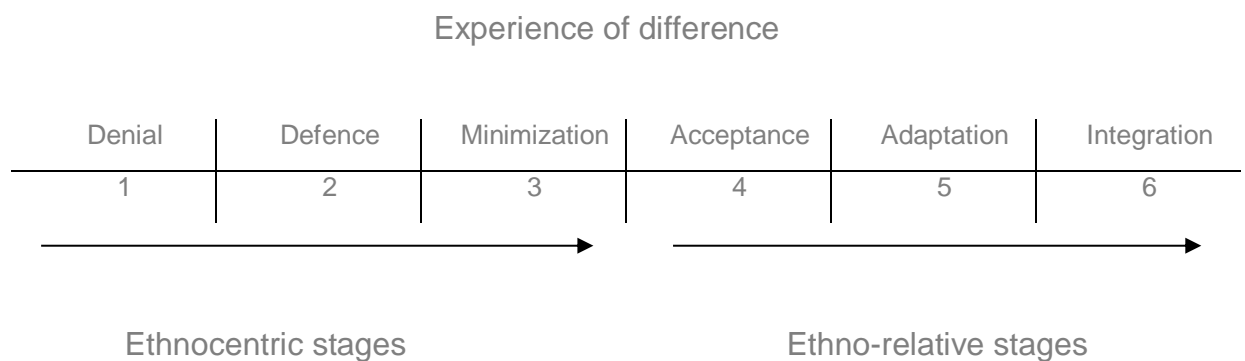
Good to know

Experience of difference

The Director of Intercultural Development Research institute Milton J. Bennett suggests that Intercultural Communication experts usually ask the following questions:

1. How do diverse groups communicate?
2. How do people identify themselves?
3. How can people become more culturally competent?

The Bennett scale, also known as The Developmental Model of Intercultural Sensitivity (DMSI), is then considered one of the most effective instruments to measure the readiness of the learner to acquire new knowledge and skills in intercultural communication. It is based on cognitive psychology and constructivism, and it conveys the idea that one's *experience of cultural difference* becomes more sophisticated as one's competence in intercultural relations increases.



The Developmental Model of Intercultural Sensitivity from Bennett & Bennett 2004:153

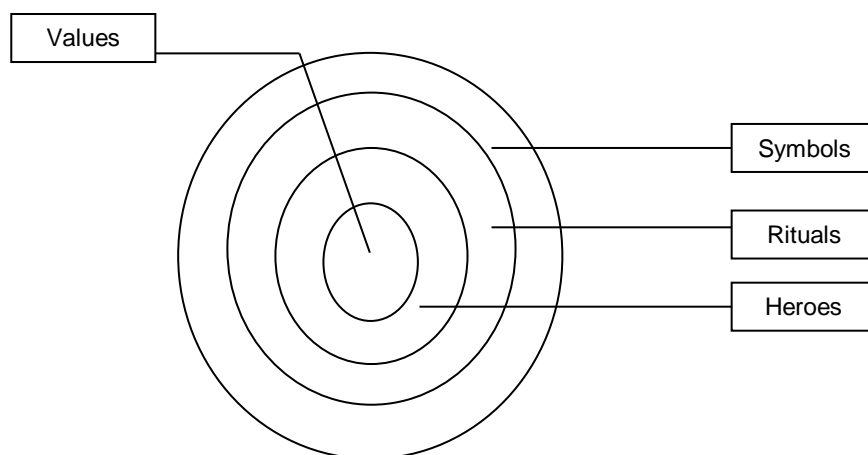
Although Bennett's stages are presented in a linear continuum, one still has to be aware that the movement back and forth between the stages of openness and resistance or hostility are rather inevitable. The continuum of the stages is not static, and it may happen that individuals will evolve and regress alternatively, depending on the circumstances.



Good to know

Culture's consequences

The Dutch social psychologist Geert Hofstede defines culture as the “the collective programming of the mind that distinguishes the members of one group or category of people from another”, and illustrates the essence of culture through the metaphor of ‘an onion’. He says that the inner layers of the onion refer to **values**, and the outer layers — to **rituals**, **heroes** and **symbols**.



The Onion Diagram: Manifestations of Culture at Different Level of Depth from Hofstede, 2001: 11

It's also quite interesting that Hofstede has developed the model of national culture to describe a specific culture psychologically. The dimensions are called **Power Distance**, which is related to the different solutions to the basic problem of human inequality; **Uncertainty Avoidance**, which is related to the level of stress in a society in the face of an unknown future; **Individualism versus Collectivism**, which is related to integration of individuals into primary groups; **Masculinity versus Femininity**, which is related to the division of emotional roles between men and women; and **Long-term versus Short-term Orientation**, which is related to the choice of focus for people's efforts: the future or the present.



Websites and reading

Books for further reading

- Berry, J.W., Poortinga, Y.H., Segall, M.H. & Dasen, P.R. 2004. *Cross-Cultural Psychology*. Cambridge University Press. The UK
- Corbet, J. 2010. *Intercultural Language Activities*. Cambridge University Press. The UK
- Hofstede, G. 2001. *Culture's Consequences*. 2nd ed. Sage Publications. The USA
- Landis, D., Bennett, J.M. & Bennett, M. J. 2004. *Handbook of Intercultural Training*. Sage Publications. The USA.

Web sources

- Bennett, M.J. 2011. What All Interculturalists Need to Know: Why They are Not Cross-Cultural Psychologists, Anthropologists, or Internationalists. SIETAR Italia. Annual meeting. Available at
<http://www.youtube.com/watch?v=CD-wtfrB4ZQ>
- Collins, H. Political Literacy: Educating for Democracy. Available at
<http://www.aph.gov.au/~//link.aspx?id=1322CB719E034CC0AE685C780E53D7FA&z=z>
- European Commission. 2007. European Cultural Values. *Eurobarometer 278*. Available at http://ec.europa.eu/culture/pdf/doc958_en.pdf
- European Commission. Political Participation and EU Citizenship: Perceptions and Behaviours of Young People
<http://eacea.ec.europa.eu/youth/tools/documents/perception-behaviours.pdf>
- Europublic. 2007. Study of the intercultural skills taught in foreign languages courses at each stage of compulsory education and training in the European Union. Final Report.
http://ec.europa.eu/education/languages/archive/doc/lace_en.pdf
- Maitles, H. 1997. Teaching Political Literacy. Paper presented at the Scottish Educational Research Association Annual Conference (September 18- 20 1997: University of Dundee). Available at
<http://www.leeds.ac.uk/educol/documents/000000417.htm>



Learning together

Debating immigration and refugees

Objectives

- To define the terms immigration and refugees
- To identify and to describe a European problem (e.g. immigration, integration, democracy, economy, political standards)
- To find a way to make people understand the importance of human rights
- To take part in a debate using a given glossary
- To learn about a non-governmental organization (NGO)

Materials/Equipment

- White board, computers

Duration

- 2 sessions

Skills Required

- Team work, creative thinking, communication skills, English as a foreign language

Outputs

- Glossaries of the words relating to immigration
- Group posters

Outcomes

- Students can define and discuss intercultural awareness by giving examples from the introductory presentation.
- Students can present their group work results in public
- Students have developed their critical thinking and problem solving skills

Reflection

This activity was a combination of pre-, in- and post-stage instructional sequence. The students first familiarized themselves with necessary vocab and listened to a guest speaker. They then actively worked on the input materials by using their critical thinking and problem solving skills. Finally, they created their presentations in transnational teams and shared them with other participants. By doing so, the participants raised their intercultural awareness and became more conscious of their responsibilities as citizens of their own country, Europe, but also the world at large.



Learning together

Mocking a Hyde Park Corner speech

Objectives

- To learn about the progressive speeches delivered at the Hyde Park Corner
- To prepare a speech on a topic that matters to the speaker
- To adjust the speech to a specific audience
- To perform the speech and be part of the audience

Materials/Equipment

- Artificial trees, camera, a sign which says SPEAKER'S CORNER on the board

Duration

- One session

Skills Required

- To write a speech and memorize it, to perform the speech and then participate in a role play, to be an alert and supportive audience

Outputs

- The speeches per country that convince, provoke and engage (displayed on the project website)



Outcomes

- Students can follow their fellow students' performances intently.
- Students can speak their mind with passion.
- Students can react adequately and ask thought-provoking questions.
- Students have improved their public speaking and English skills.

Reflection

This activity taught our students how it feels when one has something important to say and has a chance to share their ideas with other people. Also, they familiarized themselves with the Speakers' Corner in the northeast corner of Hyde Park in London. Not less importantly, the students learned that being provoked or being sad is a part of real life.



Learning together

Citizenship and democracy

Objectives

- To learn about citizenship and democracy
- To identify the importance of different political opinions
- To understand how to be a responsible citizen in a globalized world
- To broaden a specific vocabulary concerning politics
- To improve the academic and social skills

Materials/Equipment

- White board, computer

Duration

- One session

Skills Required

- Listening skills, intercepting and collecting information, drawing conclusions, respecting different opinions, debating, making compromises



Outputs

Notes taken, outlines designed

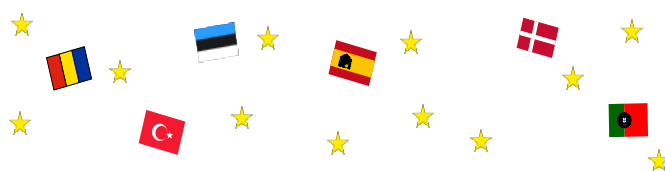
Outcomes

- Students understand better what lies behind various political issues.
- Students can analyse the responsibilities of a good citizen
- Students know how to participate in a group discussion without insulting those who have different opinion.
- Students have broadened their English vocab for political issues.

Reflection

Through cooperative learning the participants became more aware of what is at stake when it comes to citizenship and politics. Furthermore, they realised that democracy has both benefits and drawbacks and is never straightforward. All in all, the students noticeably improved their understanding of political literacy.

Enjoy a great presentation by [Jens Horstmann](#) available on our website.



Learning together

The ideal country of C.L.I.C.K.

Objectives

- To watch and learn from an instruction about designing your own country
- To develop the creativity and use it in a political context
- To improve the academic and social skills
- To use the skills of the new political knowledge and glossary

Materials/Equipment

- Computers, paper sheets, pens, markers

Duration

- One session

Skills Required

- English (spoken and written), teamwork, creative thinking,

Outputs

- A glossary of words related to political literacy
- Posters of the ideal country of C.L.I.C.K.



Outcomes

- Students have developed their functional reading skills
- Students know how to negotiate the meaning
- Students can create posters by applying their artistic skills
- Students have learned to defend their ideal countries and answer questions effectively.

Reflection

This activity made students evaluate their own ideas against those of their peers. Also, they learned how to think outside their own comfort zone. The students' new communication skills were applied in a broader perspective, and by creating a new country from scratch, they had to use every piece of knowledge they had gained during the five days in Denmark. Well done!



Learning together

We got together in Varde with 31 students and 12 teachers to carry out numerous activities on critical thinking and problem solving, public speaking and active listening, cooperative learning and innovation.

As a result, all participants broadened their knowledge of democracy, citizenship, human rights, political standards, immigration and refugees, as well as cultural differences.

Everyone improved their foreign language and intercultural communication skills. Also, the students learned to discuss and debate, work in a team, assert themselves and make compromises.

This time, each partner school team had prepared a lovely presentation called “My country in a bag”, and one or more speeches to express their opinions on topics they felt strongly about.

The students had prepared themselves well at home on topics such as democracy, citizenship and human rights, so everyone was ready to follow the guest speakers and participate in lively group discussions.

Once again, a wonderful atmosphere was created thanks to the synergy between our cordial host team and the inspired participants



Practical classroom activity 1

A great recipe

Created by Ana Belen Minguez Zanon (Spain)

Objective(s)

- To present a typical recipe of an English speaking country.

Materials/Equipment

- Computer and any electronic presentation software

Duration

Five sessions

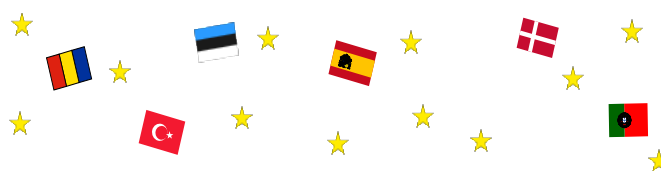
- to explain the activity (contents, etc.)
- to discuss the groups and the recipes chosen
- to research online the subject chosen
- to work in teams in class after the students have already found relevant information
- to present the findings in class

Skills Required

- Oral presentation with digital support (PowerPoint with images, short video of the process explained by themselves, etc.)
- Taking to the audience with no or just little help of the slides

Disciplines involved in this process

- English, ICT, Cultural Studies, History



Practical classroom activity 1

PART 1: Preparation and design of the presentation

- Each group decide which recipe they want to work on.
- The groups do their research to find information about the chosen recipes.
- The groups design their PowerPoint presentations.
- The groups deliver their presentations to the whole class.

PART 2: Oral presentation design of the presentation

- Each group elaborates on the historical and cultural background of the recipe.

Results

The students educated themselves and their classmates about history, culture, and various recipes that were new for them. They also brought the dishes to class, so other students could taste them, too.

Reflection

This activity extended and refined the students' ability to use digital technology, communication tools and the Internet both creatively and critically. The students, having prepared some information in advance, learned how to speak fluently in front of an audience, and grew more knowledgeable of other cultures.



Practical classroom activity 2

In favour or against – debating various intercultural themes

Created by ... (Portugal)

Objective(s)

- To reflect about political and intercultural themes of today and select 3 for debate (in group).
- To take a position considering the position towards the values and towards the themes (individual).
- To look for arguments in favour and against regarding the selected themes (peer work).
- To practise argumentative language.
- To practise a fluent and logical speech during the debate.
- To listening to others

Materials/Equipment

- A classroom, some paper and pens, the Internet

Duration

Five sessions

i.–iii. for preparation and organization

iv.–v. for debating

Skills required

- Self-expression to defend one's ideas and values
- Organization skills
- Positive but assertive thinking skills
- Information seeking skills
- Oral communication skills
- Debating and active listening skills
- Cooperation and respect for otherness
- Physical expression

Disciplines involved

- Portuguese, English, ICT, Law



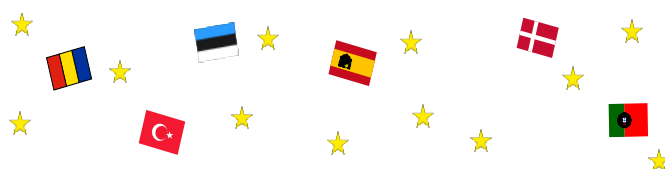
Practical classroom activity 2

PART 1:

- Presenting the activity
- Brainstorming some topical intercultural themes
- Selecting three themes:
 - *Refugees*
 - *Euthanasia*
 - *Adoption of children by homosexual couples*
- Forming the groups (in favour/ against)
- Selecting the Moderator
- Looking for arguments
- Organizing the debate (Moderator)
- Acting out a dialogue between the groups and the Moderator
- Preparing for the classroom for debate

PART 2:

- Debating the three themes
- The Moderator begins the debate by following the foreseen organization. For each theme, the moderator asks questions and gives the floor to the groups to argue for and against. The moderator asks the groups to comment on each other's arguments. The moderator impartially summarizes each of the three themes debated



Practical classroom activity 2

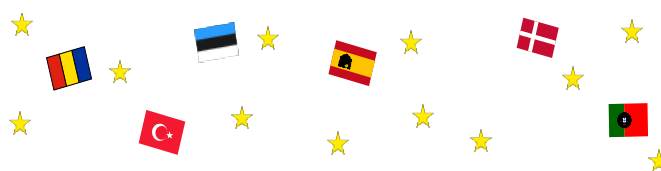
Results

The activity was quite interesting and successful. The trainees organized and prepared everything practically alone, passing their enthusiasm to the teachers. The moderator played a very important role in organizing and leading all the debate. Although it was not exempt from her personal opinion, in final evaluation, the moderator recognized that her position was more favourable to the group "Pro" Refugees, Euthanasia and Adoption of Children by homosexuals. Both groups presented arguments with great quality and revealed preparation. Some trainees had difficulty exposing themselves in front of their peers and were not so active in the debate. In compensation, some trainees took the debate very seriously and actively marked their position.

In short, and assessing the activity, the trainers emphasized the quality of the interventions and the mutual respect they all had despite disagreeing one with each another. The session was photographed and filmed. Students were also able to assess the times when they failed or were successful. Many of the trainees asked to repeat the activity to be able to address other topics and preferably involving other colleagues, from other classes.

Reflection

This activity lead the students to reflect in a creative way on hot topics, which are at the same time political, intercultural and asking big questions about the current society. Constituting two opposite groups led by a moderator allowed every student to prepare themselves before the debate in order to have interventions of high quality.



Practical classroom activity 3

"Chained of the rhythm" of life

Created by Elena Deleanu (Romania)

Objective(s)

- To use pop music, students had to present three features of the consumer society
- To improve students' English skills
- To discover the metaphors of the video and lyrics
- To identify various ways to carry out a personal life project

- Internet, P.C., projector, video of Katy Perry, Chained of the rhythm, workbooks, English Dictionary

Duration

- One session

Skills Required

- Basic English

Materials/Equipment

- Computer, any programme used to do presentations.

Disciplines involved in this process

- English History, Sociology



Practical classroom activity 3

Part 1

- In the first part, the students will read the lyrics of the melody, try to understand what they mean, especially the expressions like “Keep sweeping it under the mat” and to find their Romanian version.
- The students discover the main sequences (frames) of the video after watching it.
- After a discussion, the students explain the theme of the video.

Part 2

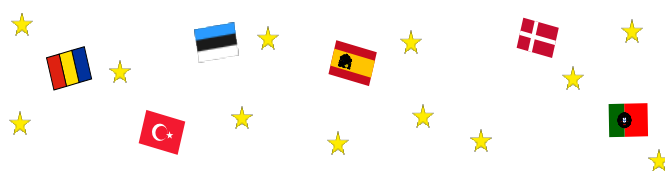
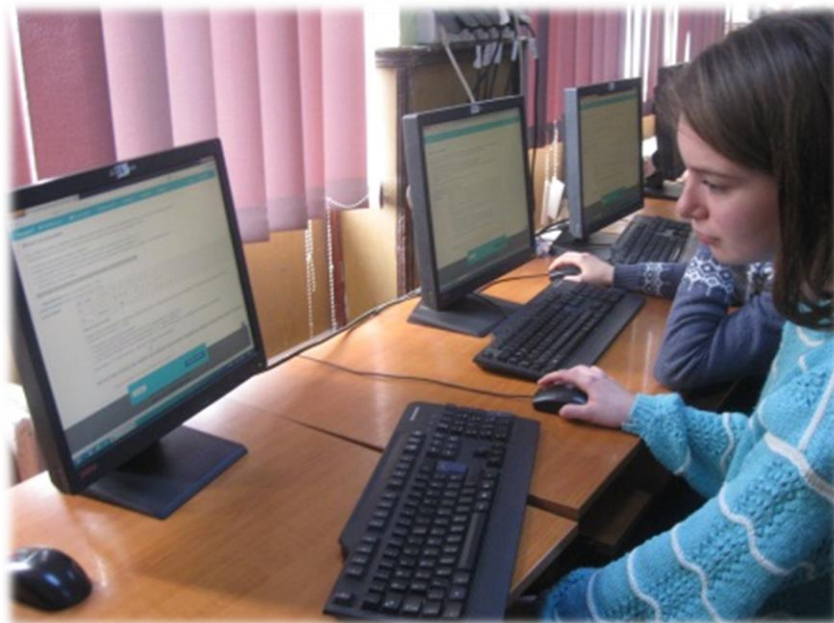
- The students, divided into groups, will find three characteristics of consumer society, three threats of the values of consumer society on personal life and three solutions to improve the real pursuit of happiness

Results

Establishment a personal life project

Reflection

The analysis of the lyrics and video propose an evaluation of personal options in life, an identification of the modalities to follow in struggle with life, not an illusionary happiness



Practical classroom activity 4

Towards intercultural awareness

Created by Triin Lingiene (Estonia)

Objective(s)

- To introduce various possible approaches to culture
- To introduce the concept of intercultural communication
- To introduce the concept of 'intercultural speaker'
- To let the group find out how effective intercultural speakers they are
- To teach the group some useful vocabulary in the field of intercultural communication
- To develop the group's (intercultural) communicative skills

Duration

One 75-minute session divided in three subsessions

- i. Warm-up
- ii. Main part
- iii. Lead-out

Skills Required

- English at level B2, critical thinking, functional reading

Disciplines

- English, Intercultural Communication

Materials/Equipment

- Whiteboard, handouts (information sheets, reading texts)



Practical classroom activity 4

Part 1

- The teacher writes 'culture' on the whiteboard and the students brainstorm in pairs what culture means to them.
- The teacher solicits from each pair their best ideas, and writes the key words on the whiteboard.
- The teacher then briefly introduces various approaches to culture and explains how to interpret The Developmental Model of Intercultural Sensitivity by M. Bennett.
- The students answer the comprehension questions in pairs and the teacher solicits the answers.

Part 2

- The students read a text on a critical intercultural incident.
- In pairs, the students work through a set of questions: Who was involved? Where did the incident take place? What happened? How did those in the incident react? They then suggest 2-3 possible solutions.
- The students share their cases within the class
- A brief feedback session follows and completes the lesson.

Results

The students raised their intercultural awareness and recycled their discussion skills, as well as picked up new English vocabulary on intercultural communication. In addition, they worked through such culture-related aspects as diversity, stereotypes, generalizations and intercultural competence.

Reflection

Although the students placed ethnic values at a high level, they preferred to see themselves as those who accept and respect other cultures, even if they do not understand them. The civic values such as human rights, democracy, justice and equal opportunities were important to the group, and they seemed to like the idea of learning more about crossing cultural differences effectively.



Practical classroom activity 5

How to take part in a debate on immigration and refugees

Created by ? (Denmark)

Objective(s)

- To define the terms immigration and refugees
- To identify and to describe a European problem (e.g. immigration, integration, democracy, economy, political standards)
- To find a way to make people understand the importance of human rights
- To take part in a debate using a given glossary
- To learn about a non-governmental organization (NGO)

Materials/Equipment

- White board, computer

Duration

Two sessions

- i. A warm-up session for the Non-Governmental Organization DFUNK.
- ii. DFUNK gives an introductory presentation about asylum policy, EU's handling of the refugees, intercultural awareness.

Skills Required

- Team work
- Creative thinking
- Communication skills
- The second language, English

Disciplines involved in this process

- Danish, English, Social Studies



Practical classroom activity 5

Part 1

- Warm up activities on critical thinking and problem solving.
- The students will work individually and are divided in groups.
- Alone and in groups they will warm up doing certain exercises on getting to know new words about the topic by exercising their communication tools.
- Alone they must make serious decisions about the topic.
- Alone and in groups they must give examples and explain their decisions by sharing their learning with the group and revisit the problem.

Part 2

- An introductory presentation by the Non-Governmental Organization DFUNK about problems related to intercultural awareness
- The students are divided into groups.
- In groups the students define intercultural awareness by giving examples from the introductory presentation.
- The students discuss in groups intercultural awareness by giving examples from the introductory presentation.
- The students present the results from the group work and take part in the following debate.

Results

A hopefully great understanding of each other's culture and attitudes towards life.

Reflection

This short activity aims to extend and refine students' ability to use their communication tools. They will be provoked to make up their mind about intercultural awareness. Being able to think in a critical and relevant way the students will be able to become good and responsible citizens in Europe and the world.



Practical classroom activity 6

Do all the children have the same rights and needs?

Created by B. Ayşen KARAGÖZ SİĞİNÇ (Turkey)

Objective(s)

- To define the terms “children RIGHTS and NEEDS”
- To define a worldwide problem
- To make children aware of their rights

Materials/Equipment

- Some pictures, posters, white board and smart board (or computer)

Duration

Two sessions

- Defining human rights and children rights; students should also identify the needs of children to survive
- Preparing posters of children rights

Skills Required

- Creative thinking
- Communication skills
- Computer skills
- Team work



Disciplines involved in this process

- Listening, communicating in English, empathy towards the children in need



Practical classroom activity 6

Part 1

- The students will look at the pictures on the board for a few minutes and try to guess “what is the problem in those situations?” alone
- then in groups they should be able to find out the definition of RIGHTS (=“rights” are things every child should be able to have or to do, in order to survive and grow to reach their full potential)

Part 2

Activity: RIGHTS, WANTS OR NEEDS?

- After identifying the concept of children’s rights, the class should be able to brainstorm a list of rights they think children should have.
- The class should be able to compare their list with the poster samples, and adds any
- In groups of 5 they should be able to design their MOST EFFECTIVE posters on the topic.

Results

Students will find out how the simple needs & rights of children can change in different countries; and they will emphasize with other children.

Reflection

This activity aims to raise awareness of children rights and needs; students will be encouraged to fight for their rights.



Afterword

As experienced teachers we know that processes, experiences, organic systems, informal learning and intangible outcomes are as important as content, structures, ordered systems, formal learning and measurable outcomes. So what we actually did during our two-year strategic partnership was looking for synergy of progressive and traditional ways of teaching and learning.

The main focus of our project lay on responsible use of modern technology, effective application of information and media, democratic citizenship and intercultural competence. We asked numerous important questions, to which we sought answers in a friendly, non-formal atmosphere. Some of us learned more, others less, but everyone picked up something valuable for themselves.

We applied the model of knowledge construction, real-world problem-solving, self-regulation and skilled communication via high technology, promoted by Microsoft Educator Network. Not only did we engage in interdisciplinary workshops to explore familiar things in new context, but we also worked on everyday challenges and learner autonomy. A great example of using ICT for learning, for instance, is our project website, as well as this very book.

The students who participated in the project got better at intercultural communication, and they grew more flexible and adaptable, self-motivated and responsible — all highly appreciated qualities in the modern job market. The teachers, on the other hand, developed their professional skills, shared experience with their European colleagues and enjoyed variation in their everyday practice.

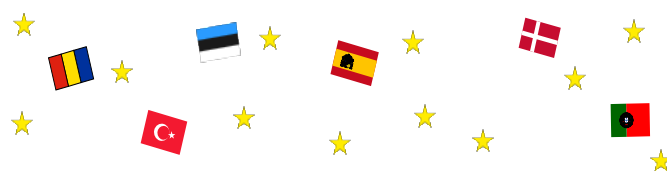
Did we succeed? We believe so. Most of us joined the project because we knew what the benefits of an Erasmus+ strategic partnership were. Others drew inspiration from our partnership to grow more knowledgeable about contemporary literacy. Still others simply gathered momentum.

Whichever way, our partnership did promote democracy, equality, solidarity and respect for other cultures, which made our enterprise a true Erasmus+ project.

Why don't you set up a strategic partnership, too?

Good luck!

Yours CLICK team



*We are what we
repeatedly do.
Excellence, then, is
not an act but a habit.*

—Aristotle



<https://clickerasmusplus.eu>

