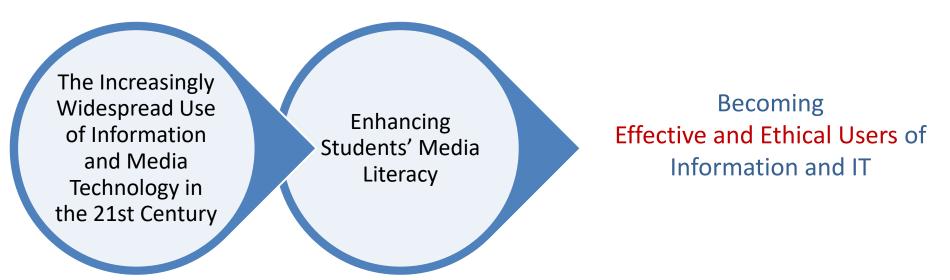


# Collaborative Research and Development "Seed" Project: EE0820 Nurturing Digital Citizenship: Enhancing Students' Media Literacy in the Secondary English Classroom



English Language Education Section Curriculum Development Institute Education Bureau

# Nurturing Students' Digital Citizenship



# Aim of the "Seed" Project

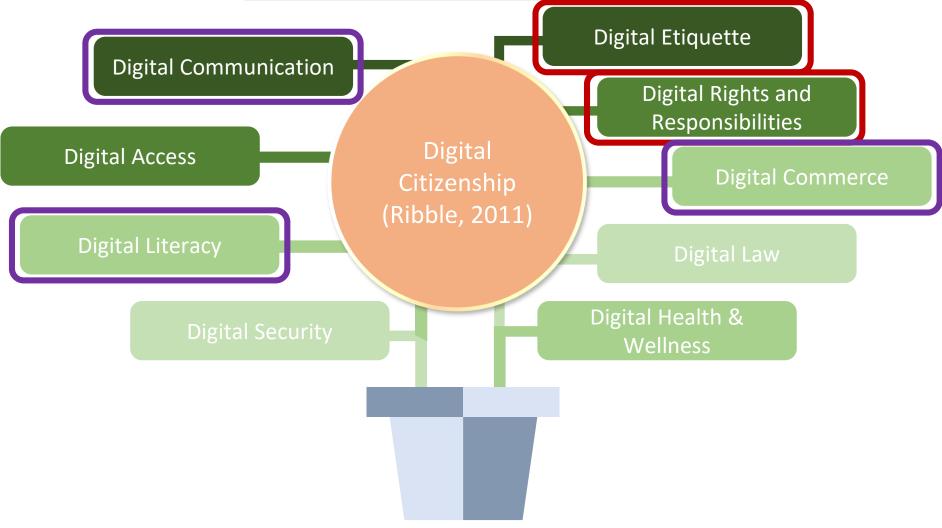
To nurture students' digital citizenship (i.e. the ability to use the Internet and other digital technology effectively, ethically and safely) by enhancing media literacy instruction in the secondary English classroom

# **Objectives of the "Seed" Project**

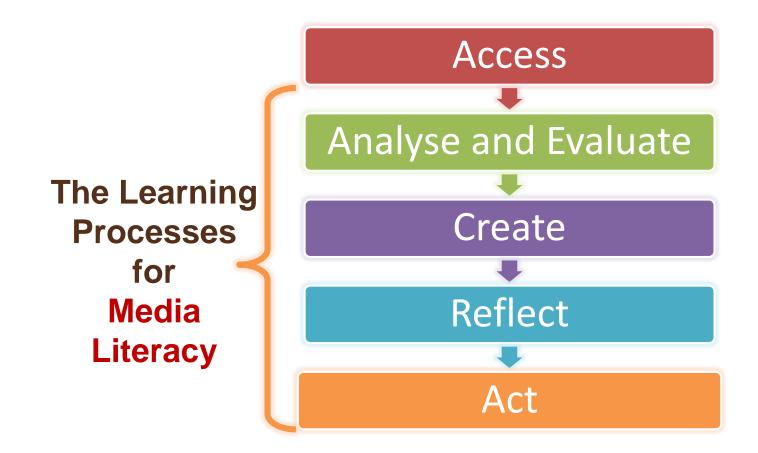
- To develop teachers' knowledge and capacity in:
  - integrating media literacy into the English Language curriculum and classroom teaching to support the comprehensive development of literacy skills;
  - adopting effective strategies to guide students to analyse and create media texts; and
  - developing students' generic skills and awareness of the importance of the ethical use of the media and its potential pitfalls through engaging them in examining and producing media texts.

# Nurturing Students' Digital Citizenship





Source: Ribble, M. (2011). Digital Citizenship in Schools. Washington, D.C.: International Society for Technology in Education.



# "Seed" Project (2020/21 - 2021/22)

# Planning and Implementation

4

#### Tryout 4 (Jun 22)

Theme: Fashion Language Focus: Relative Clause Media literacy: Analysis of a video ad, digital commerce

#### 3

#### Tryout 3 (Dec 21)

Theme: Environment Language Focus: Text features of an infographic Media literacy: Analysis of an infographic, data presentation

#### 2

#### Tryout 2 (Jul 21)

Theme: Festivals Language Focus: Blended words, caption writing Media literacy: Photo analysis

#### Tryout 1 (Mar 21)

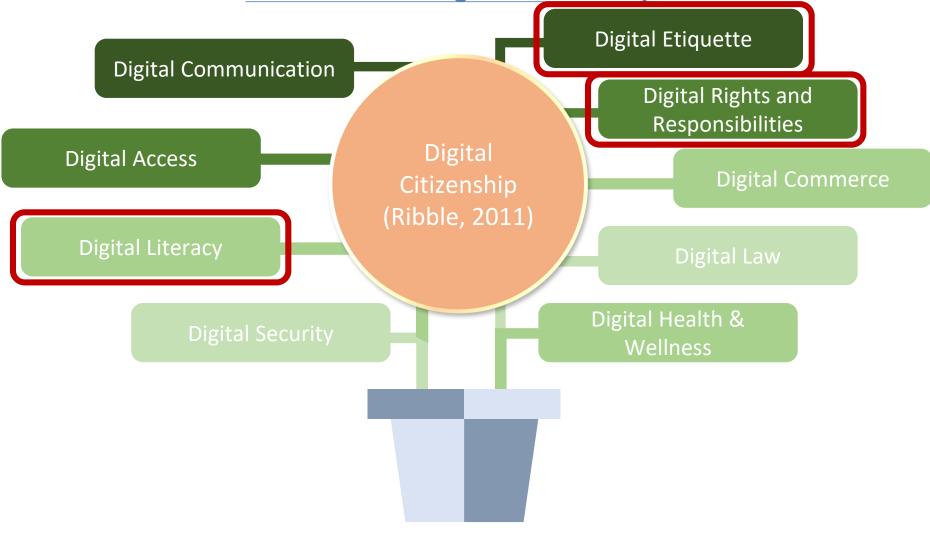
Theme: Famous People Language Focus: Future tense Media literacy: AI/Deep fake technology



# Integrating Media Literacy into the Secondary English Classroom (Tryout 1)

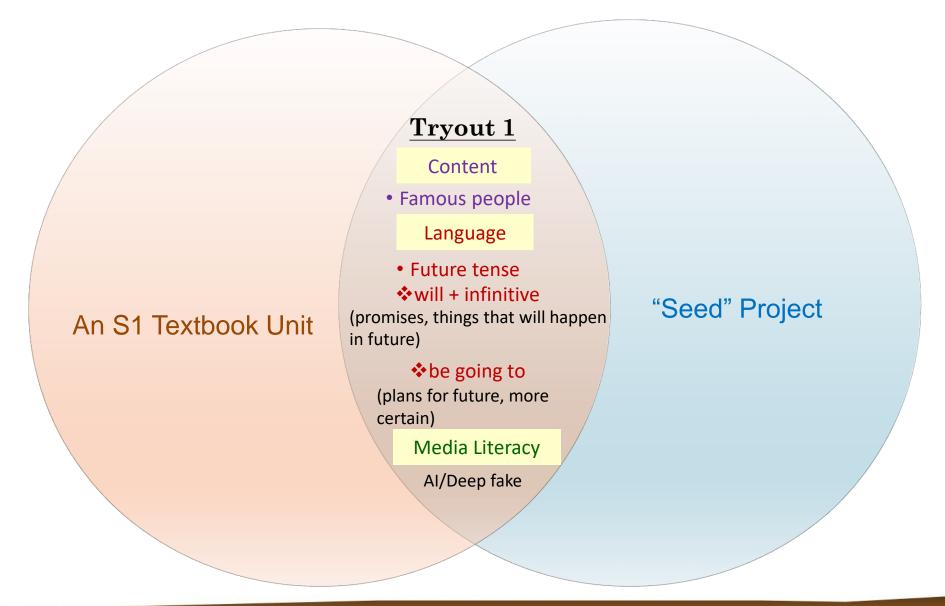
# Nurturing Students' Digital Citizenship

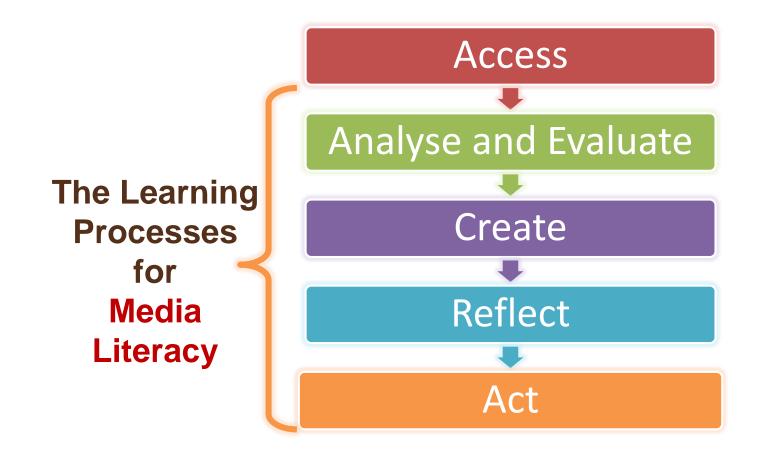
**9 Elements of Digital Citizenship** 



Source: Ribble, M. (2011). Digital Citizenship in Schools. Washington, D.C.: International Society for Technology in Education.

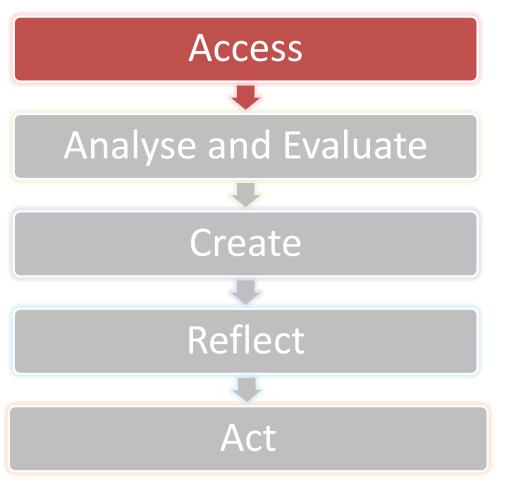
#### Integrating the "Seed" Project into the School English Language Curriculum





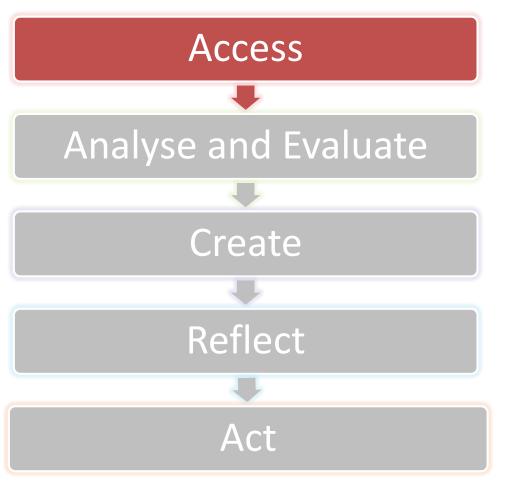
Source: Hobbs, R. (2010). Digital and Media Literacy: A Plan of Action. Washington, D.C.: Aspen Institute and Knight Foundation.

#### The Learning Processes for Media Literacy

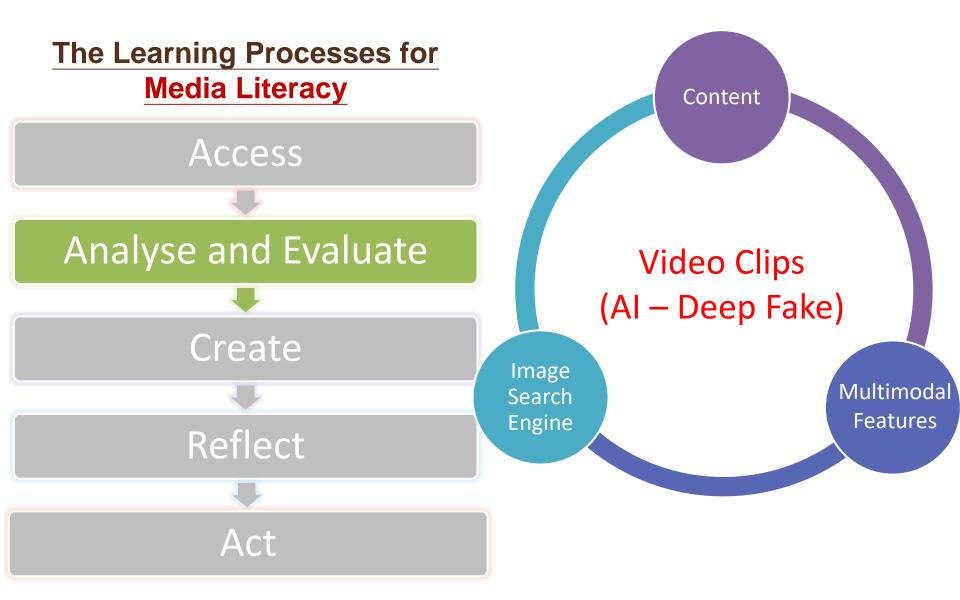


# Apps Using Artificial Intelligence (AI) Technology

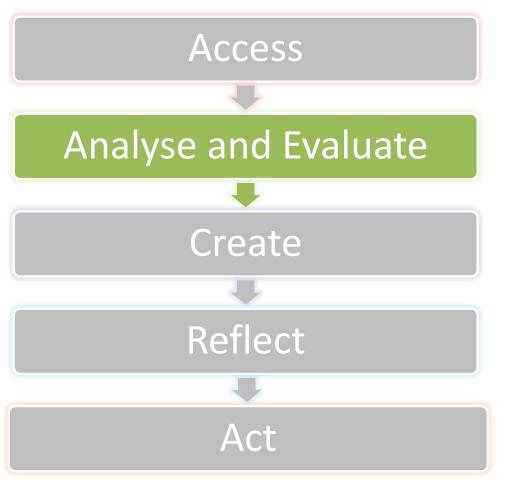
#### The Learning Processes for Media Literacy



Video Clips (AI – Deep Fake)

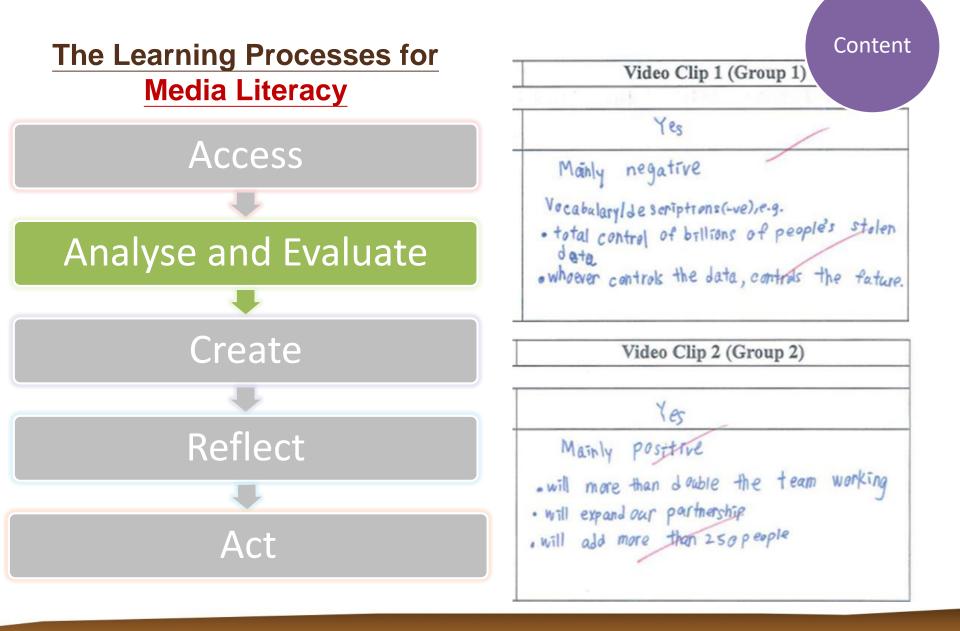


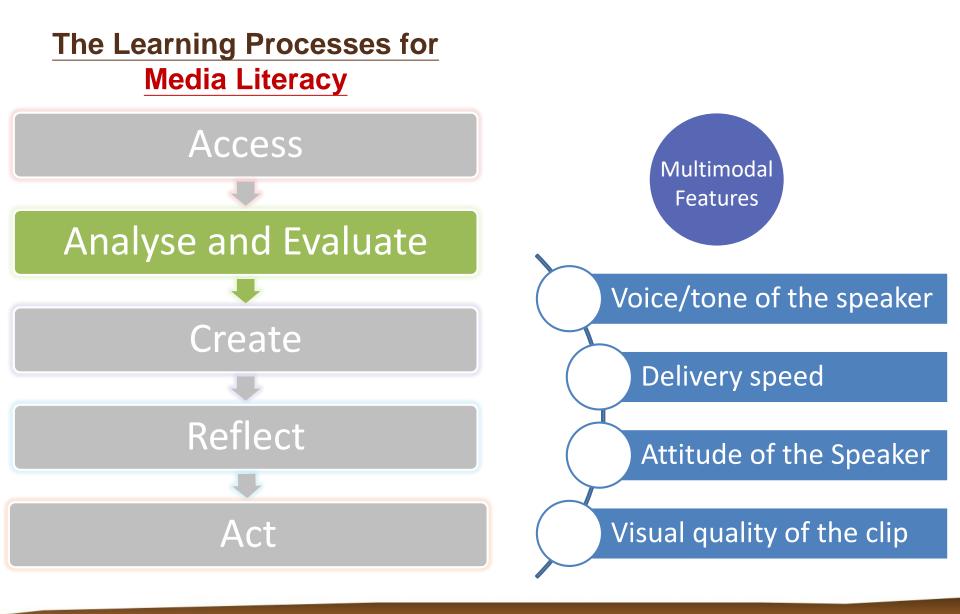
#### The Learning Processes for Media Literacy

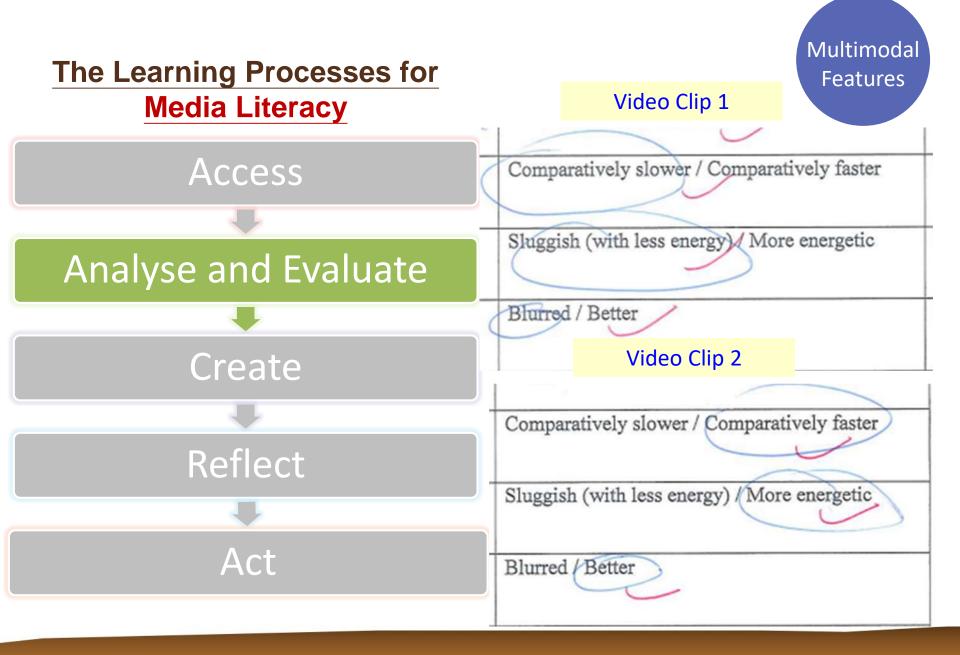


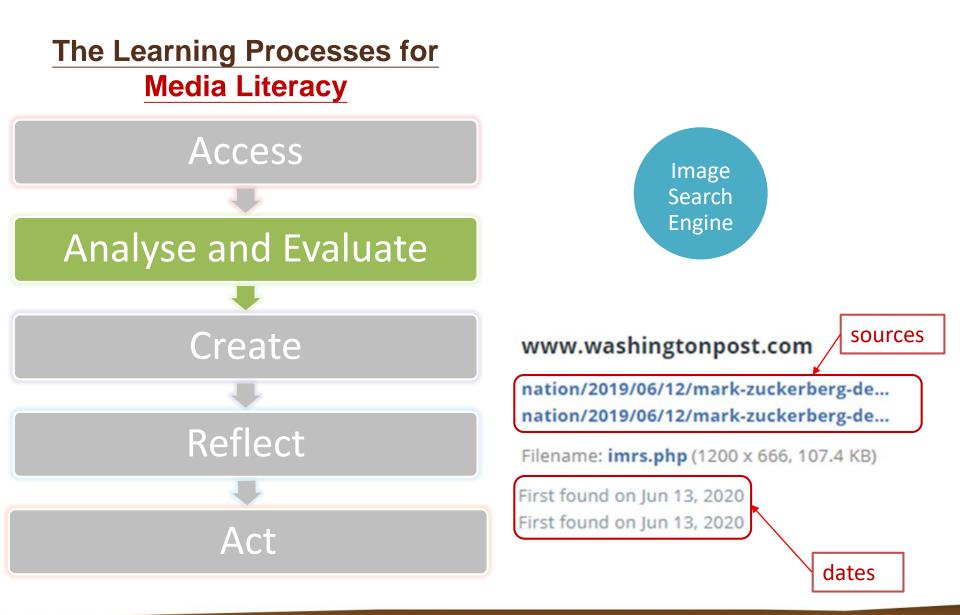


- Are they the same speaker?
- Is the message positive or negative? Explain your answers.

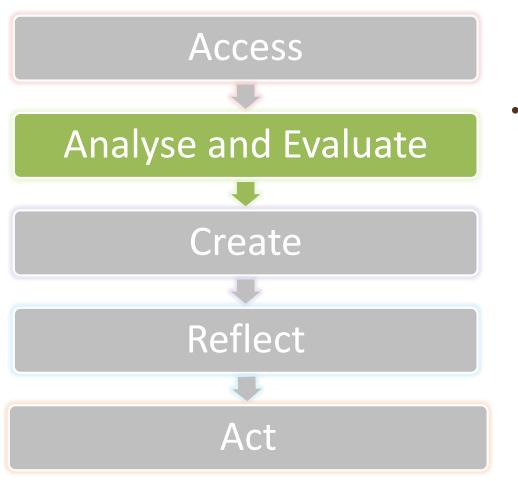






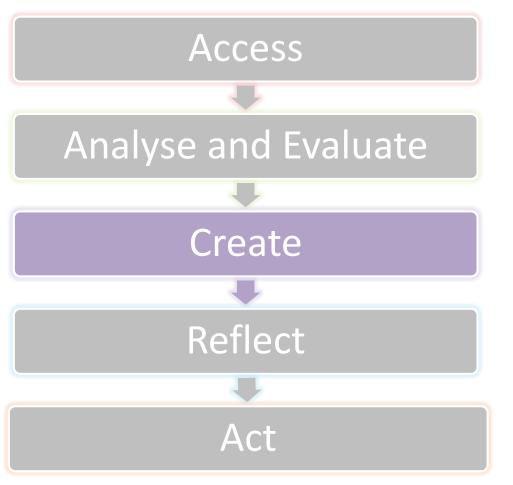


#### The Learning Processes for Media Literacy



A reading text as a
follow-up on the
Deepfake video providing
the background and
issues related to the
video.

#### The Learning Processes for Media Literacy



#### Content

- Deepfake technology
- digital etiquette
- digital rights and responsibilities
- digital literacy

#### Language

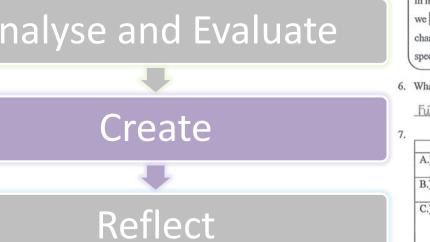
- will + infinitive
- be going to
- listening activity

#### **The Learning Processes for Media Literacy**

Access

# Analyse and Evaluate

Act



#### A Listening Activity on Future Tense

D. Grammar Focus Watch Video Clip 2 again and complete the boxes.

Video Clip 2

https://drive.google.com/file/d/1mgf6Jn4ZsDvW CuMgzv0-PIDiDZfvB8V/view?usp=sharing

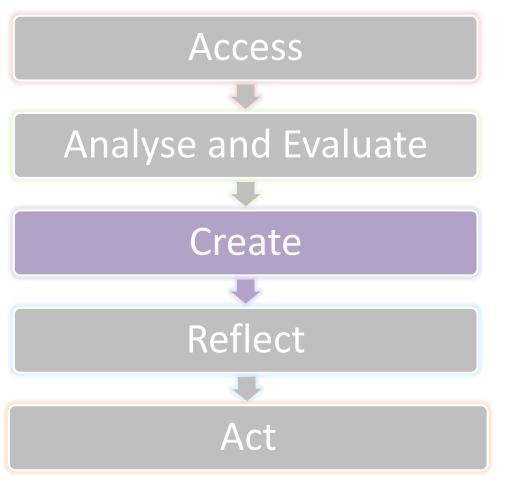
and a financial section of the secti
we're increasing our investment in security and specifically in election integrity. In the next
year, we 1) will were than double the team working on election integrity. In total,
we 2) will add more than 250 people across all of our teams focused on the
security and safety of our community. Sixth, we 3) will expand our partnerships
with Election Commission's around the world. We already work with Electoral Commission's
in many countries to help people register to vote and to learn about the issues. And
we have going to keep doing that and now we Dare also going to establish a
channel to inform Election Commission's of the online risks that we've identified in their
specific elections

6. What is the tense used in Items 1-5 above?

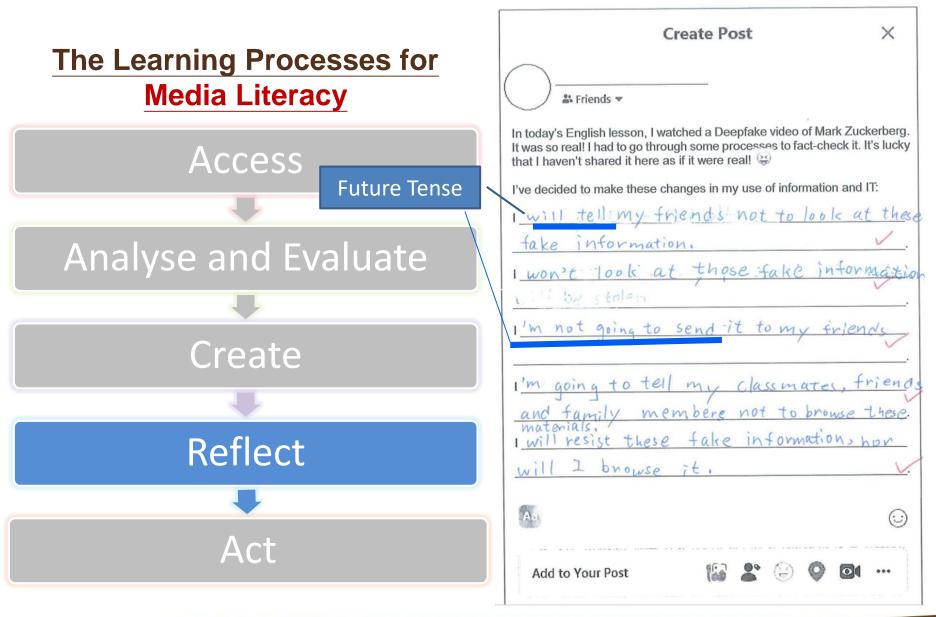
Future tense

		Type 1	Type 2
A.)	Write down the pattern/form of the tense.	will t verb (infinitive)	(be) + going to + verb (Infinitin
B.)	What is the use of the tense in the video clips?	promises to the public	confirmed plans made by Foreboo
C.)	Which type is used to describe things that we hope/think will happen in the future?	~	
D.)	Which type is used to describe "promises" to do in the future?	1	
E.)	Which type is used to describe "plans" made?		×
F.)	Which type is used to describe things that are "certain" to happen?		X

#### The Learning Processes for Media Literacy



Create a post on the social networking platform to share with your friends **the changes you will make** to become an **effective and ethical user of information** and information technology (IT). Remember to use **the correct tenses** when talking about the future.

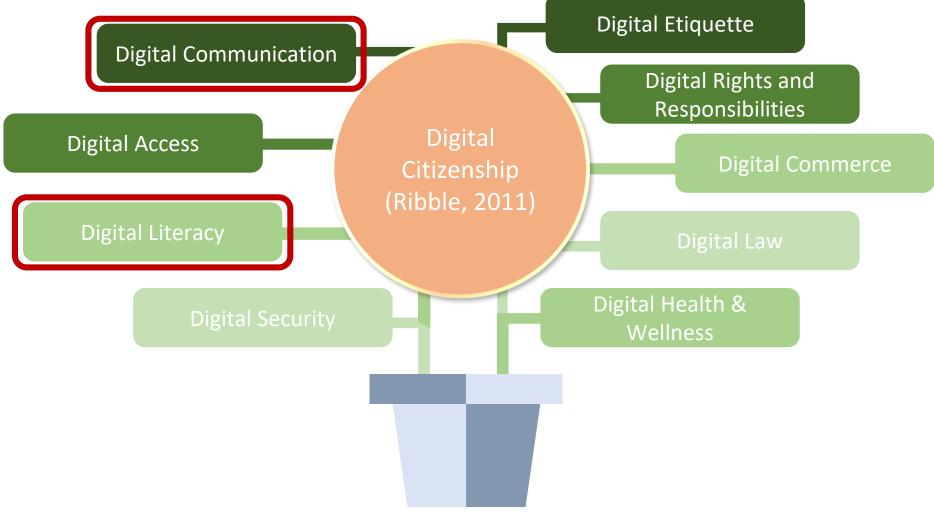




# Integrating Media Literacy into the Secondary English Classroom (Tryout 2)

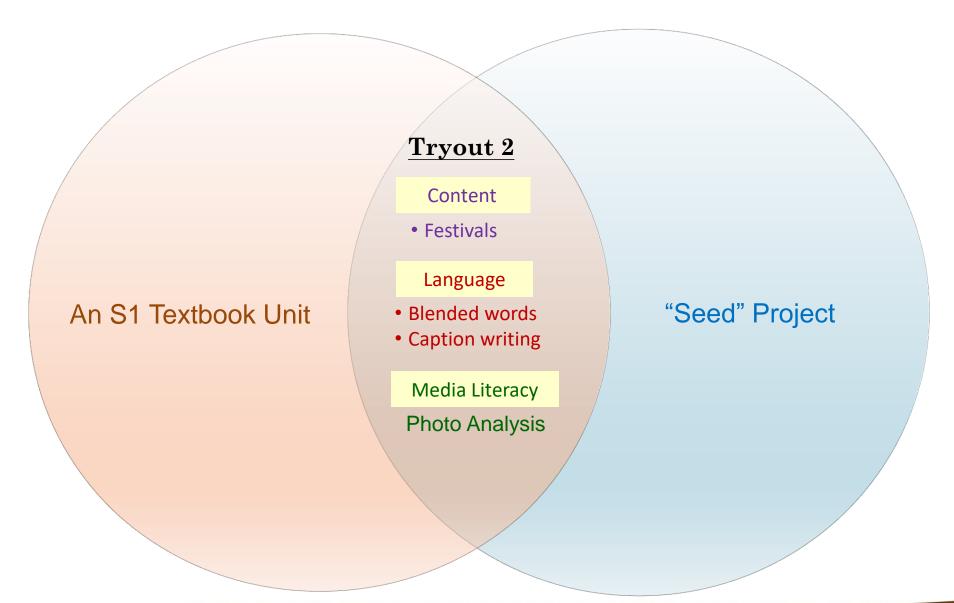
# Nurturing Students' Digital Citizenship

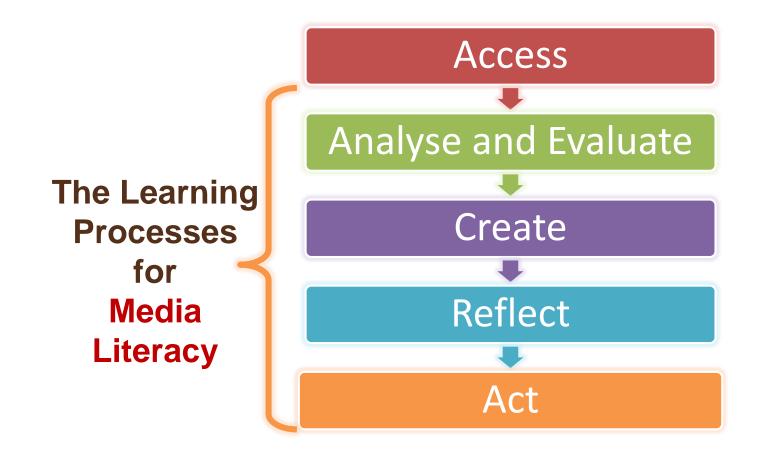
#### **9 Elements of Digital Citizenship**



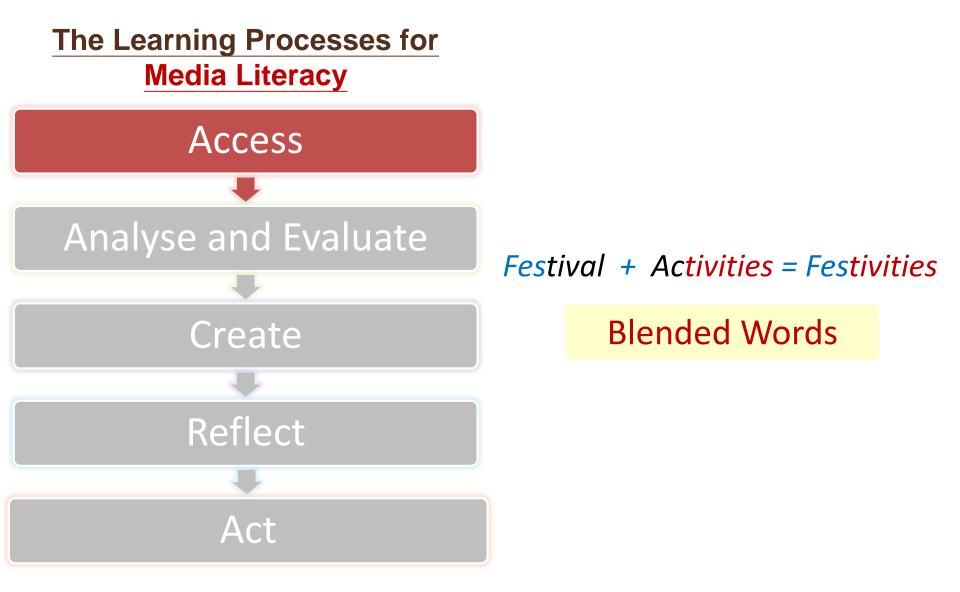
Source: Ribble, M. (2011). Digital Citizenship in Schools. Washington, D.C.: International Society for Technology in Education.

#### Integrating the "Seed" Project into the School English Language Curriculum

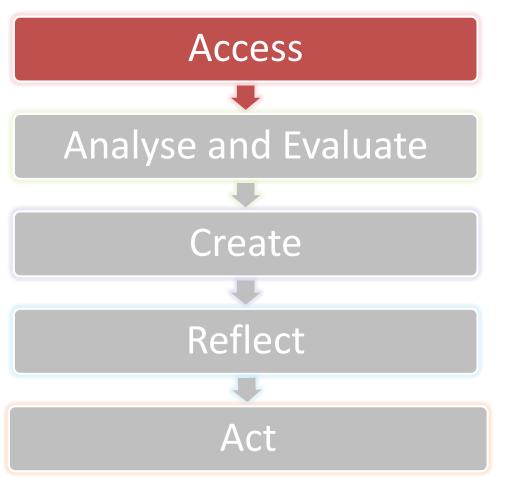




Source: Hobbs, R. (2010). Digital and Media Literacy: A Plan of Action. Washington, D.C.: Aspen Institute and Knight Foundation.



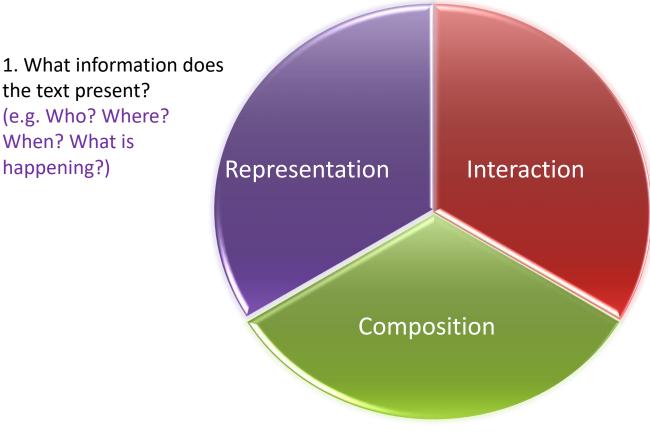
#### The Learning Processes for Media Literacy



**Photo Captions** 

The movement is dizzying! The colours are blinding!

#### Analysing Visual Texts (e.g. photos)

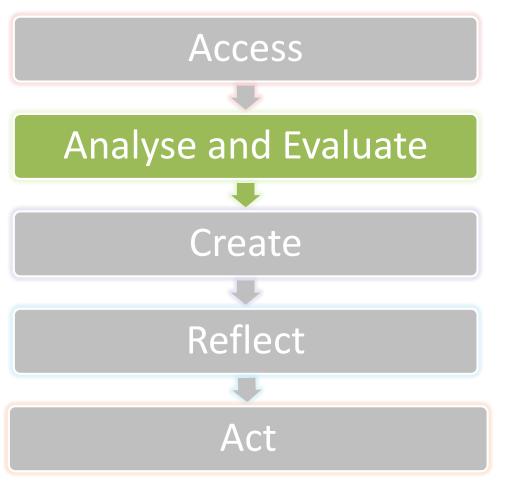


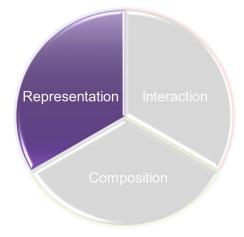
3. How is the viewer connected to the text?(e.g. the relationship between the characters/ with viewers, the message to be conveyed)

2. How does the text format affect the meaning? (e.g. framing, colour, music, layout, design)

- Kress G. & Van Leeuwen T. (1996). Reading Images: The Grammar of Visual Design. Routledge, London.
- Department of Education WA (2013). First Steps: Viewing Resource Book. The Government of Western Australia.

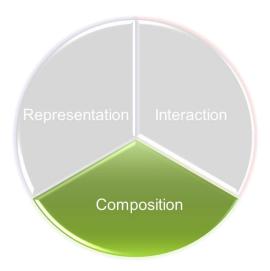
#### The Learning Processes for Media Literacy





(e.g. Who? Where? When? What is happening?)

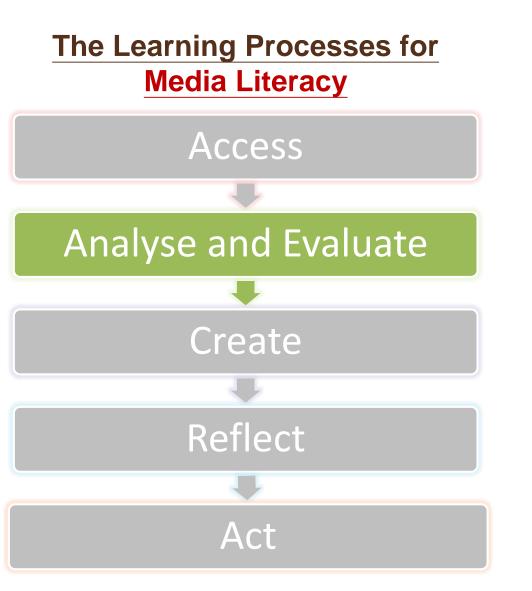
# **The Learning Processes for Media Literacy** Access Analyse and Evaluate Create Reflect Act

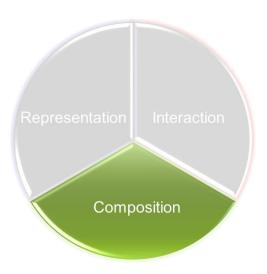




#### A close-up shot

Focusing on the emotions of the character(s)



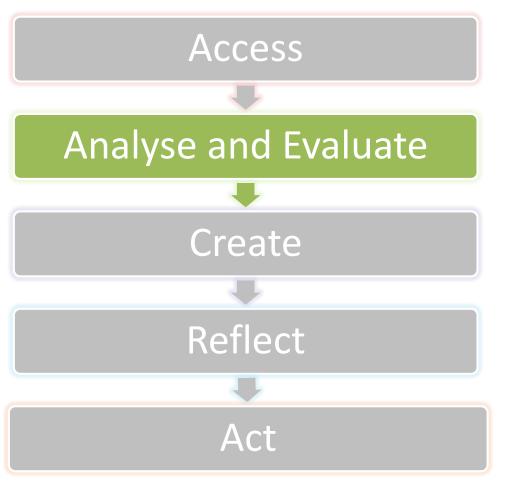


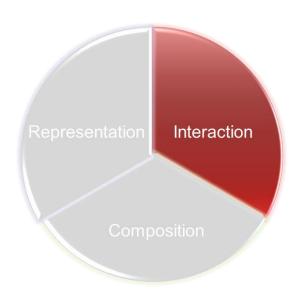
(e.g. colour)

Colourful, bright

• Energetic/happy/fun

#### The Learning Processes for Media Literacy





#### (Message/Point of View)

#### **Reporter**

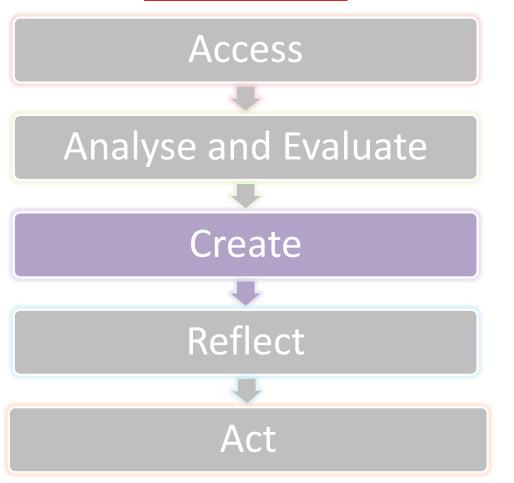
 Sad/unhappy/dull/something sad has happened

#### The Learning Processes for Media Literacy



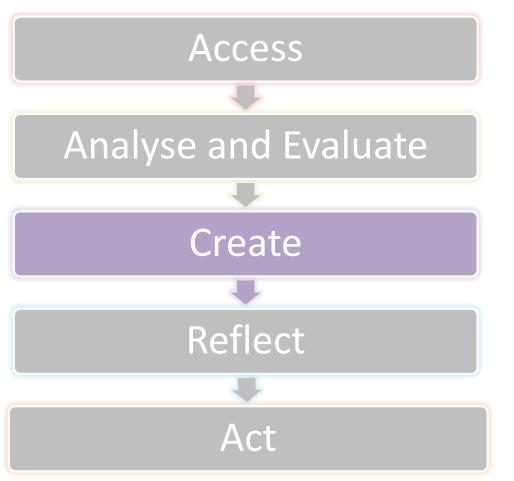
**Creating a Blog Entry** 

#### The Learning Processes for Media Literacy



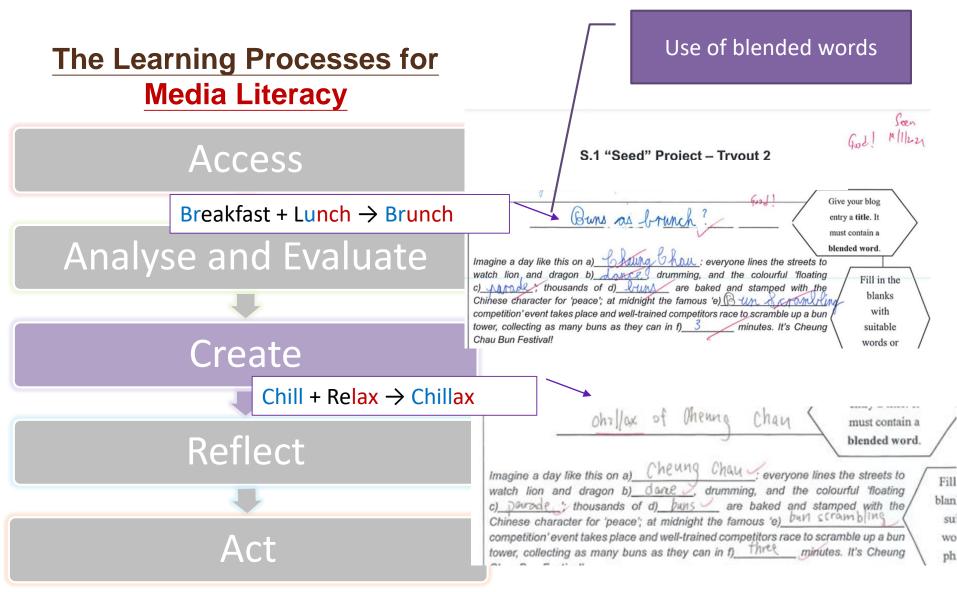
**Photo Analysis** 

## The Learning Processes for Media Literacy

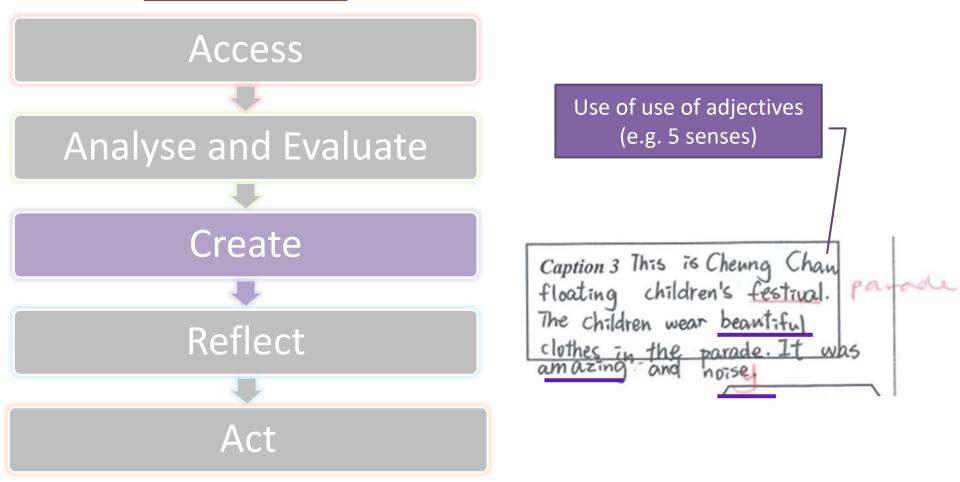


**Blended Words** 

Writing Captions



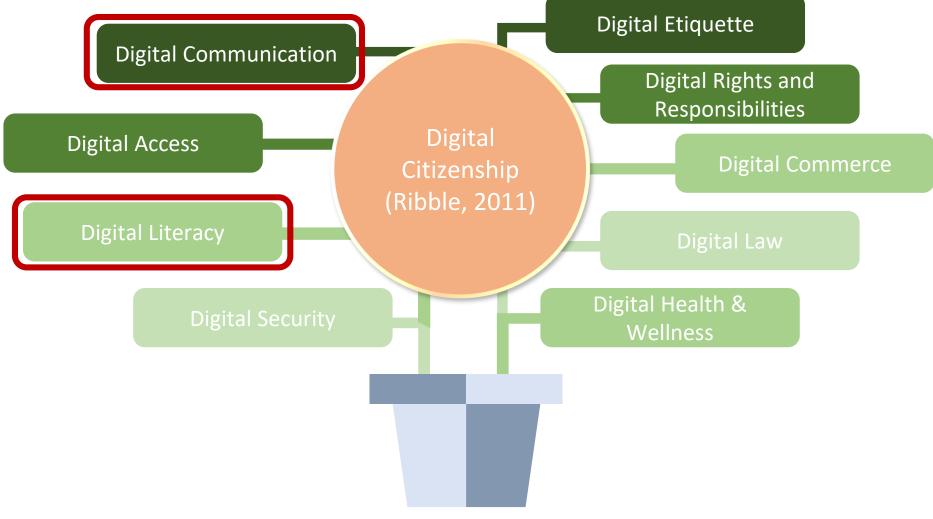
## The Learning Processes for Media Literacy



# Integrating Media Literacy into the Secondary English Classroom (Tryout 3)

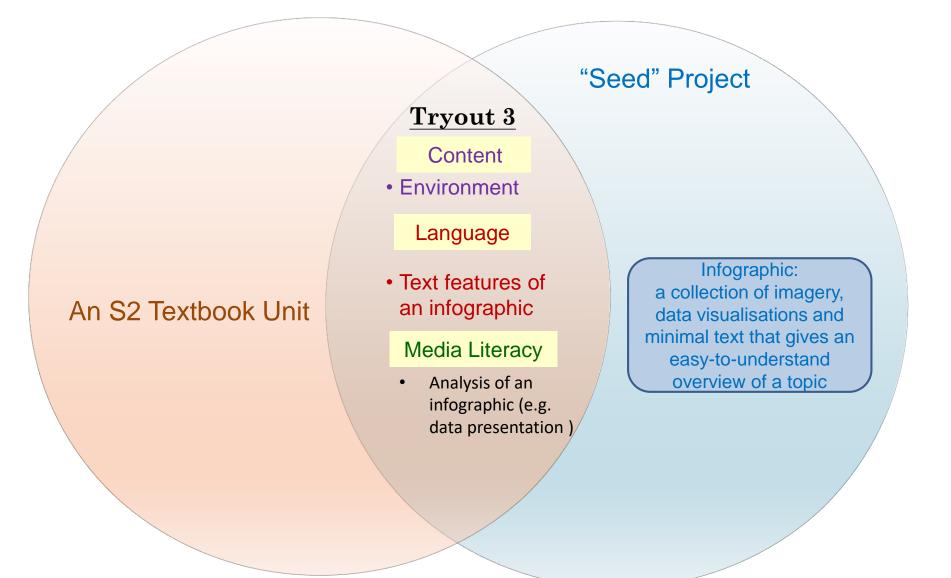
## Nurturing Students' Digital Citizenship

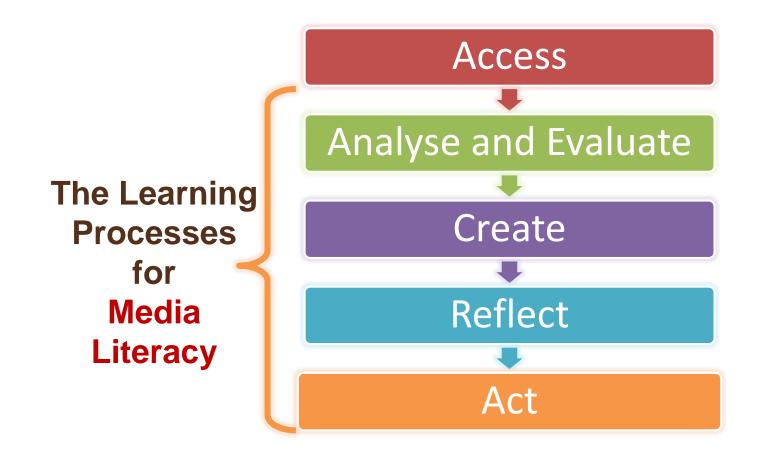
#### **9 Elements of Digital Citizenship**



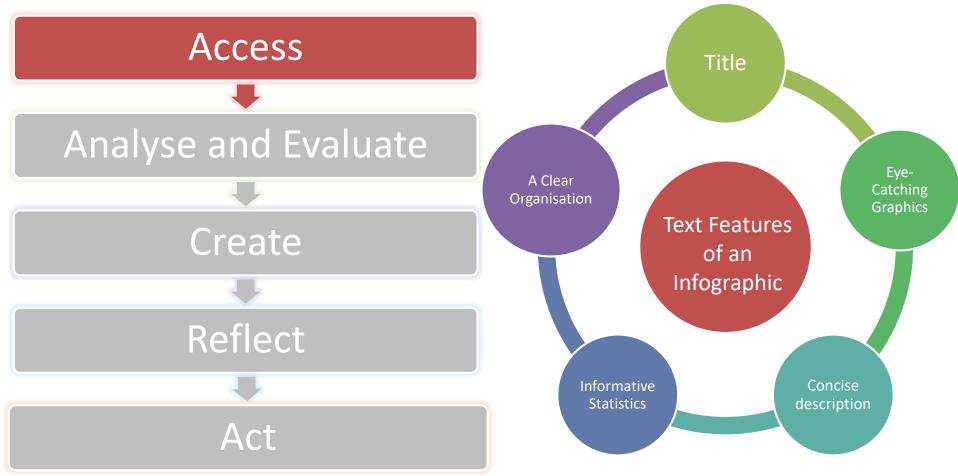
Source: Ribble, M. (2011). Digital Citizenship in Schools. Washington, D.C.: International Society for Technology in Education.

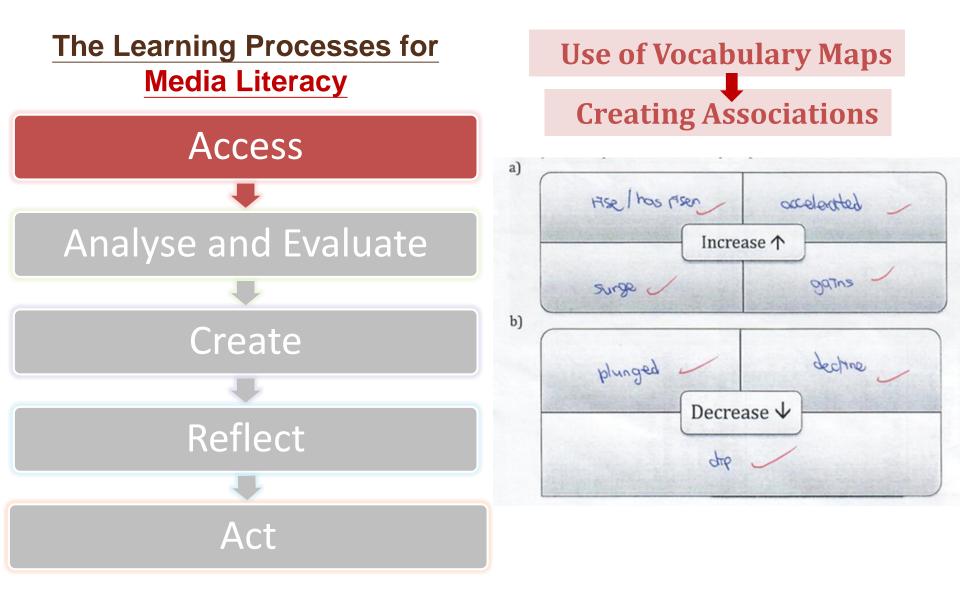
#### Integrating the "Seed" Project into the School English Language Curriculum

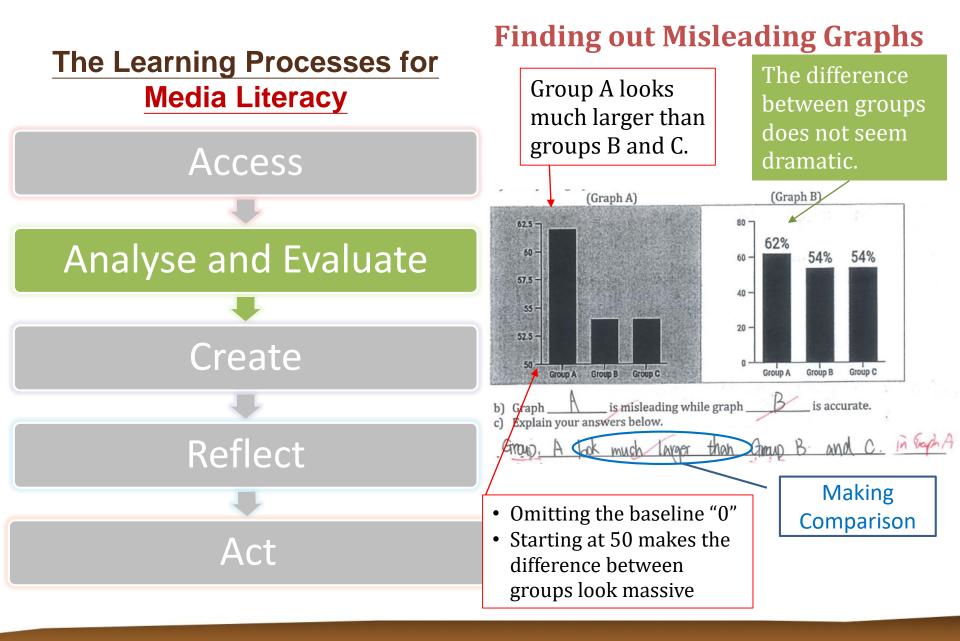


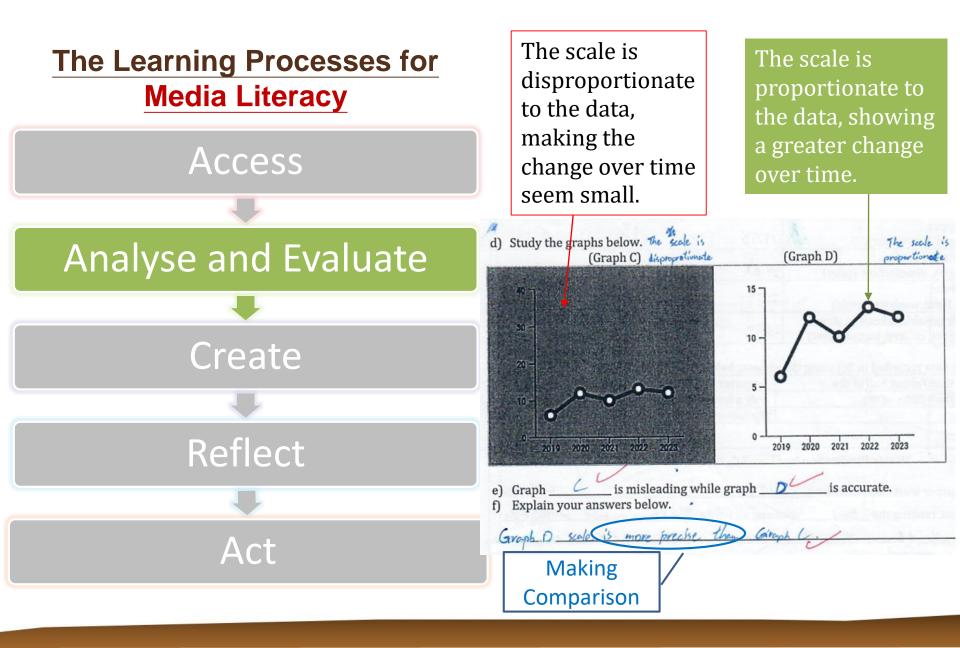


## The Learning Processes for Media Literacy

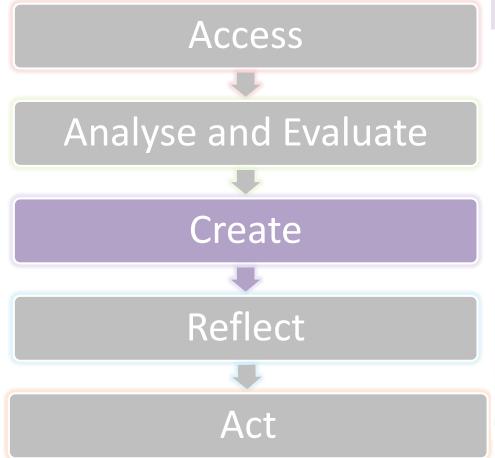








## The Learning Processes for Media Literacy



# How environmentally are you under the pandemic?

## **Reflection + Data Collection**

2. How environmentally-friendly are you under the pandemic?

 Considering the amount of waste you produced under the pandemic, how would you rate the following items.

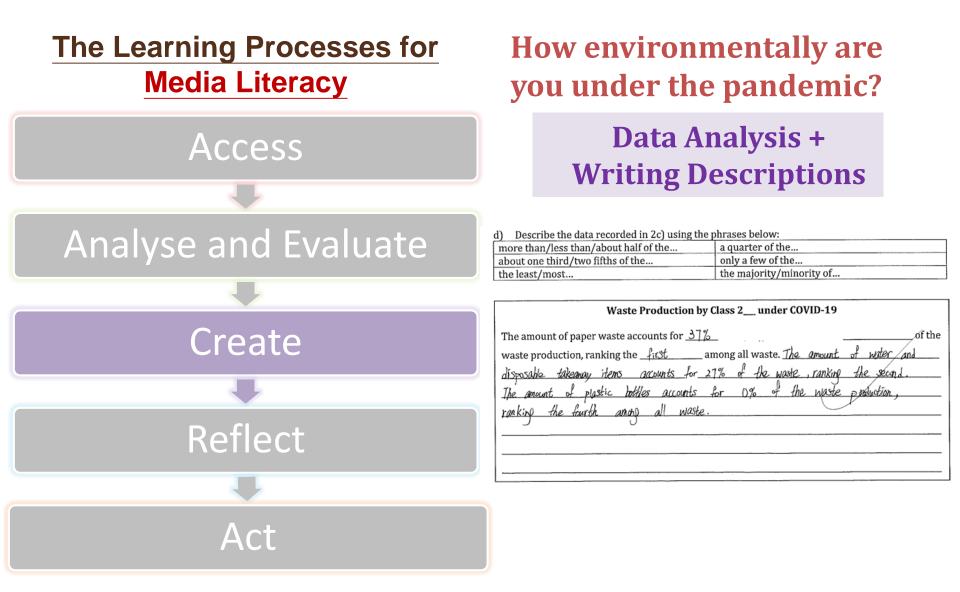
Types of Waste	Percentage (out of 100%)	Rank (1st-4th)
<ul> <li>i) The amount of paper (e.g. surgical masks, wet wipes)</li> </ul>	15%	(13-44)
ii) The amount of plastic bottles		1
(e.g. hand sanitizers, disinfectant spray) iii) The amount of water	5%	4
(e.g. moping the floor, washing hands)	30%	2
iv) The amount of disposable takeaway items (e.g. food containers, cutlery, bags, straws)	30 50%	1

b) Refer to the data in 2a), what is <u>your main source of waste under the pandemic?</u>

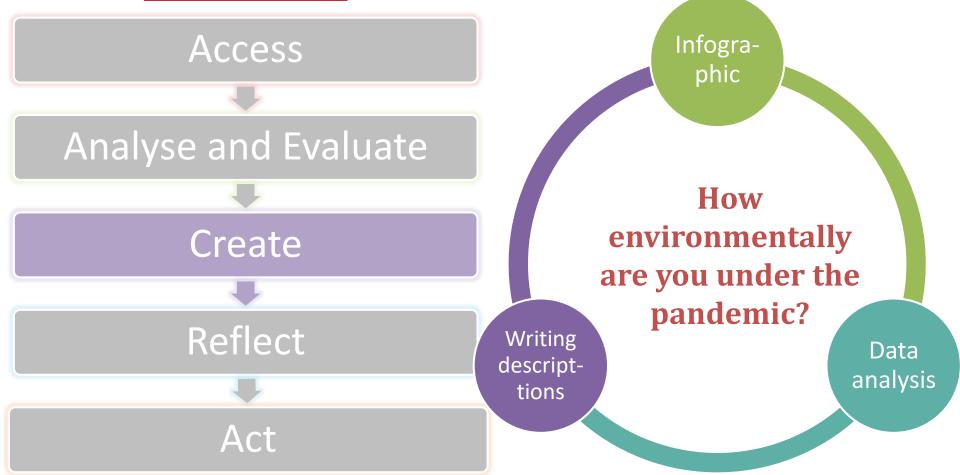
The anount of diposable talking items

c) What is the main source of waste produced by <u>your class</u> under the pandemic? Record the data below:

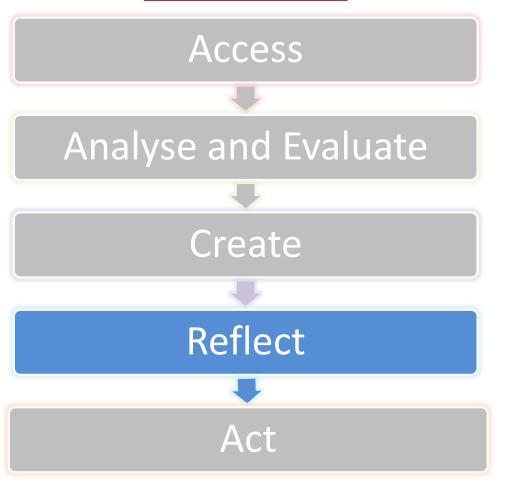
Types of Waste	Percentage (out of 100%)	Rank (1 <sup>st</sup> -4 <sup>th</sup> )
<ol> <li>The amount of paper (e.g. surgical masks, wet wipes)</li> </ol>	2(.7%	(I* -4m)
2. The amount of plastic bottles	7.5	12
(e.g. hand sanitizers, disinfectant spray) 3. The amount of water	8.7%	3
(e.g. moping the floor, washing hands)	21.7%	2
<ol> <li>The amount of disposable takeaway items (e.g. food containers, cutlery, bags, straws)</li> </ol>	47.8 %	



## The Learning Processes for Media Literacy



## The Learning Processes for Media Literacy

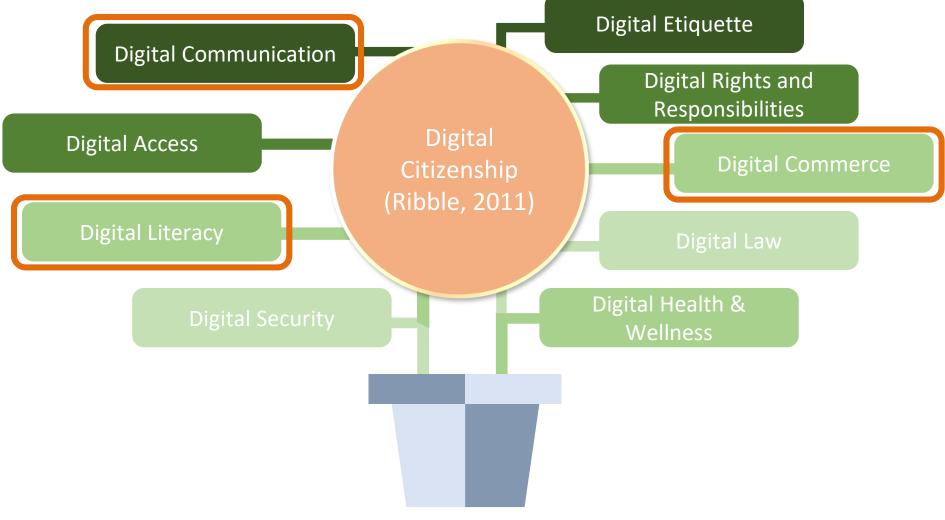


Reflection+ Suggestions

# Integrating Media Literacy into the Secondary English Classroom (Tryout 4)

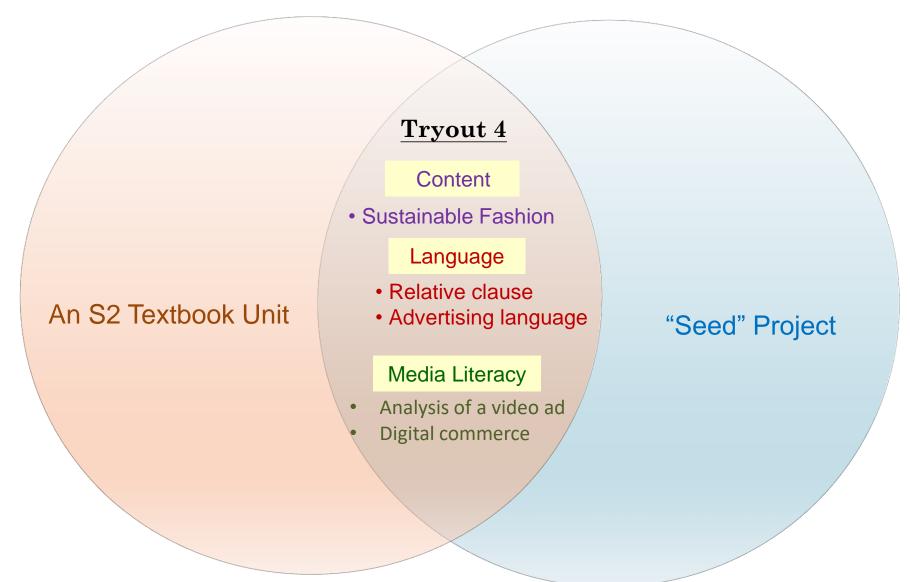
## Tryout 4 Nurturing Students' Digital Citizenship

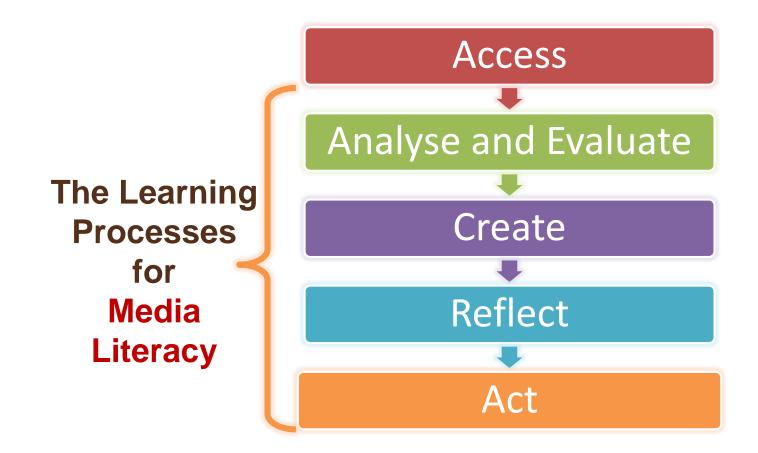
#### **9 Elements of Digital Citizenship**

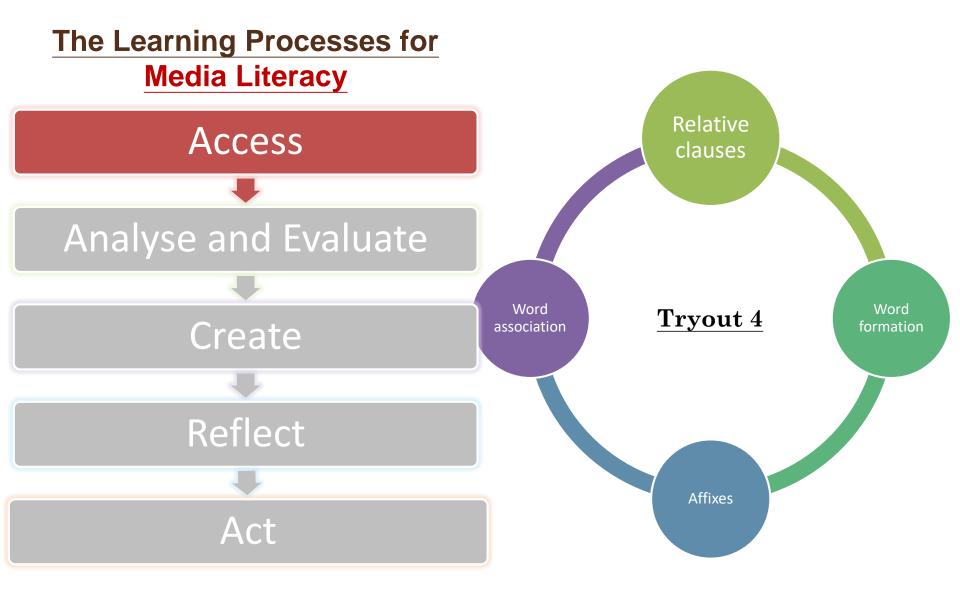


Source: Ribble, M. (2011). Digital Citizenship in Schools. Washington, D.C.: International Society for Technology in Education.

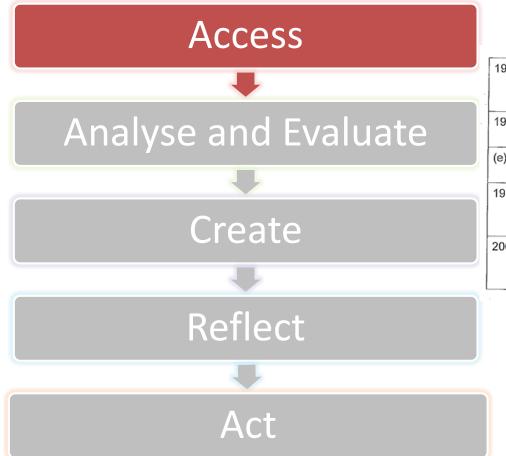
#### Integrating the "Seed" Project into the School English Language Curriculum







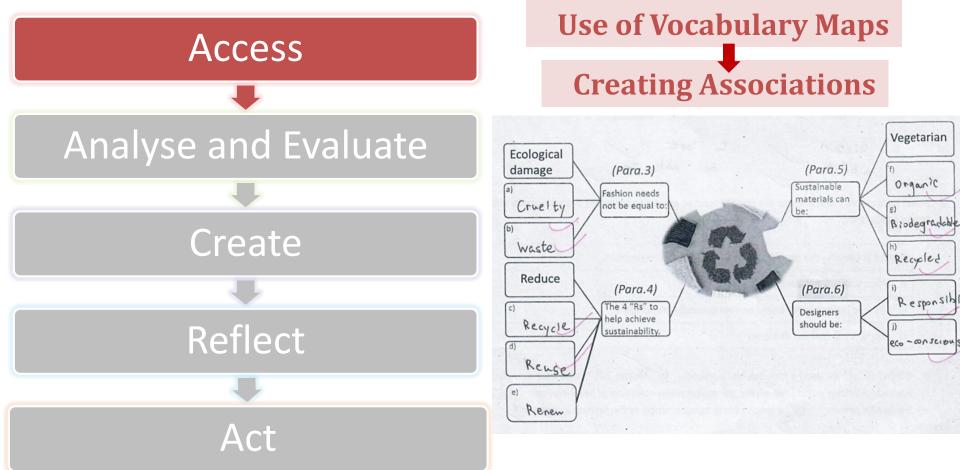
## The Learning Processes for Media Literacy



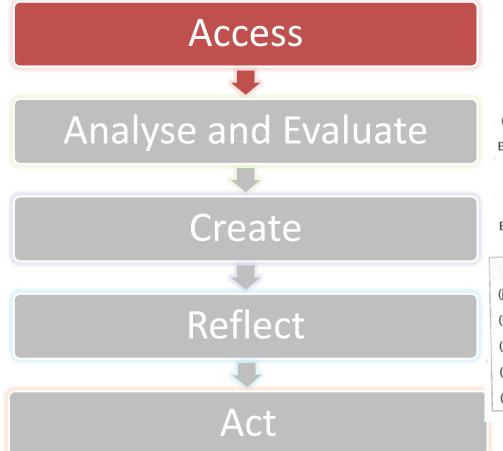
## Organise Information using a Timeline

1971	Stella McCartney (a) was born in London. During her childhood, she (b) raised animals and (c) grow vegetables on an organic farm.
1984	Stella McCartney started to (d) _make her own clothing
(e) <u>1987</u>	Stella McCartney worked as an (f)intern /_ for Christian Lacroix.
1995	At the age of (g), Stella McCartney entered the fashion industry and (h) _ two years later, she became the (i)head designer of Chloe.
2001	Stella McCartney created her own fashion label named (i) "".

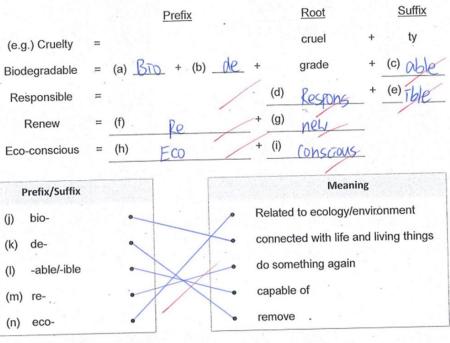
## The Learning Processes for Media Literacy



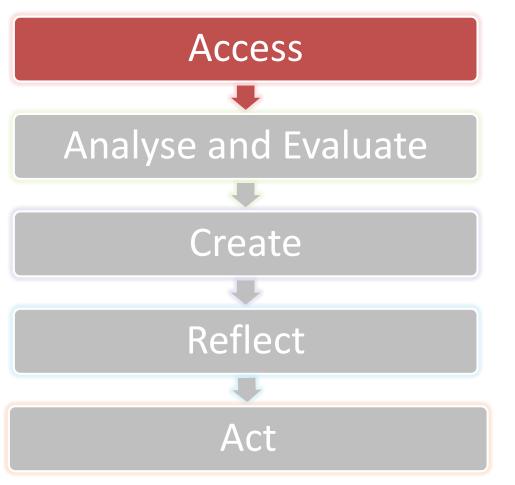
## The Learning Processes for Media Literacy



## Word Formation (Prefixes/Suffixes)

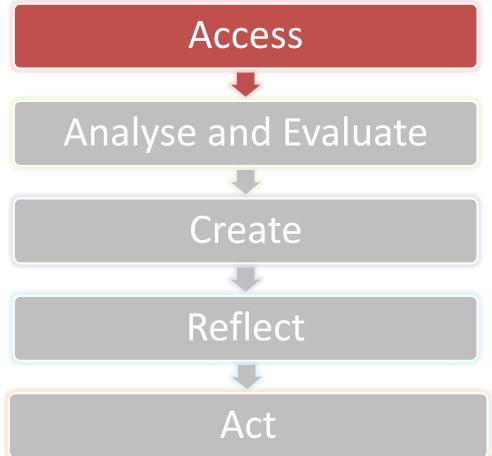


## The Learning Processes for Media Literacy





## **The Learning Processes for Media Literacy**



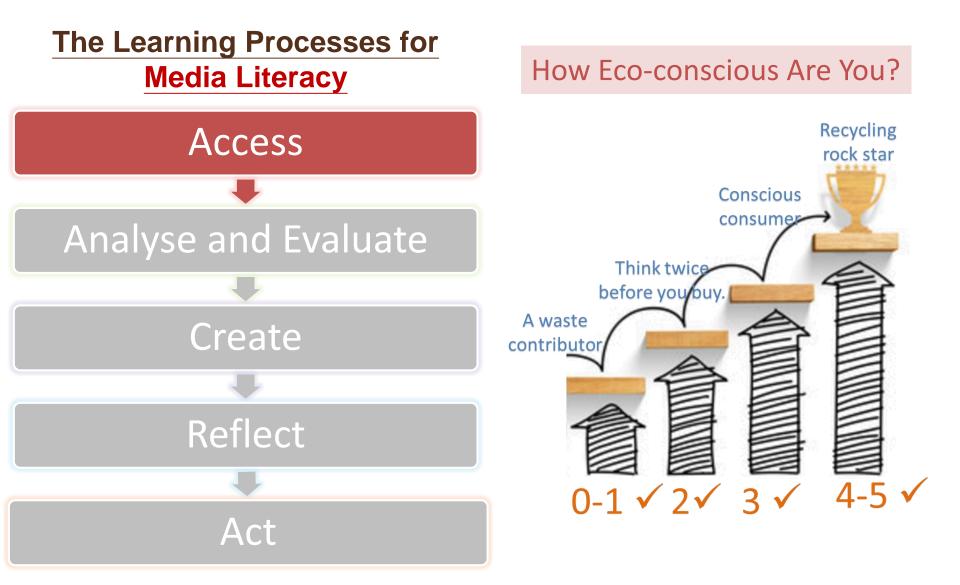
## **Reflection on their Last Shopping Experience**

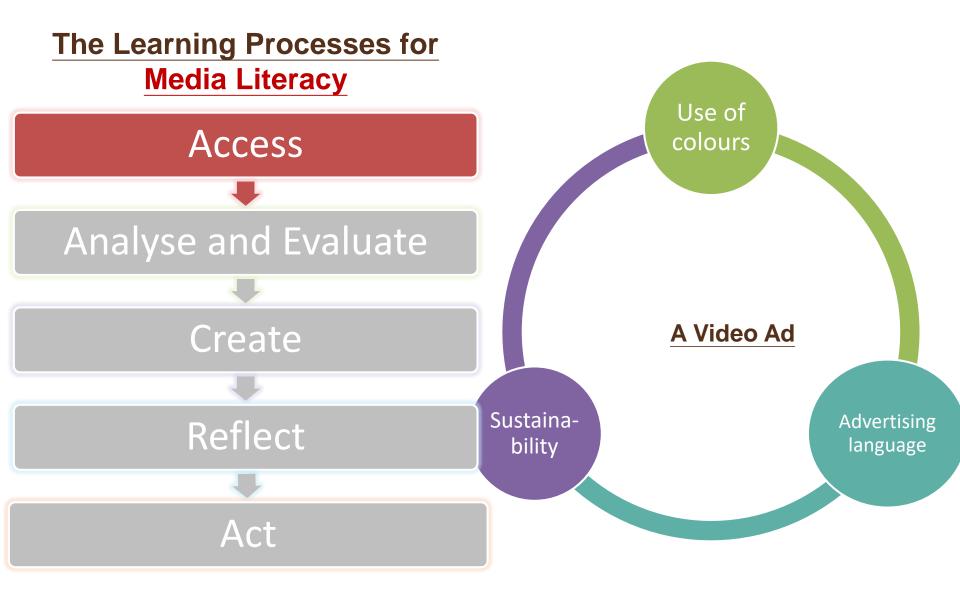
7.	Reflec	t on you	ur latest	shopping	experien	ce.
	2) 1	Albot di	d ware be		11 -11-	finat

a) What did you buy? <u>Moths text book</u> b) How much was it? <u>\$ 186</u>

A Model on Consumer Decision Making	Please tick (✓) the appropriate box.			
A model of consumer Decision making	Yes	Not Sure	No	
(1) Recognition of Need	ы Ш			
(2) Information Search				
(3) Evaluation of Alternatives		¥	. 1	
(4) Purchase Decision		ଇଁ	□ I bought something else	
(5) Post-Purchase Evaluation	ର୍ଯ୍ନ Go to Item 6			
Total number of ticks (✓)	2	2	1	

#### **2B Chan Jiarong**





## **Analysing Visual Texts**

 What information does the text present?
 (e.g. Who? Where? When? What is happening?) 3. How is the viewer connected to the text?(e.g. the relationship between the characters/ with viewers, the message to be conveyed)

Representation Interaction

Composition

2. How does the text format affect the meaning? (e.g. framing, colour, music, layout, design)

• Kress G. & Van Leeuwen T. (1996). *Reading Images: The Grammar of Visual Design*. Routledge, London.

• Department of Education WA (2013). First Steps: Viewing Resource Book. The Government of Western Australia.

