Briefing Session

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

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

The Increasingly Widespread Use of **Information and Media Technology** in the 21st Century

Secondary Education Curriculum Guide (SECG) (2017)

Video Clip: *Check the Facts to Keep Fake News in Check*
https://www.isd.gov.hk/eng/tvapi/19_ms285.html

0:00 / 0:30

Nurturing Students' Digital Citizenship

Enhancing
Students'
Media
Literacy

SECG (2017)

Becoming
Effective and Ethical Users
of Information and IT

Image adapted from: Kidaha by Pixabay

Nurturing Students' **Digital Citizenship**

Becoming
Effective and Ethical Users
of Information and IT

Cyber Ethics

Image adapted from: Kidaha by Pixabay

https://cesy.edb.hkedcity.net/en/student.php

Nurturing Students' Digital Citizenship

9 Elements of Digital Citizenship

Digital Etiquette

Digital Communication

Digital Rights and Responsibilities

Digital Access

Digital Citizenship (Ribble, 2011)

Digital Commerce

Digital Literacy

Digital Law

Digital Security

Digital Health & Wellness

Source: Ribble, M. (2011). *Digital Citizenship in Schools.* Washington, D.C.: International Society for Technology in Education.
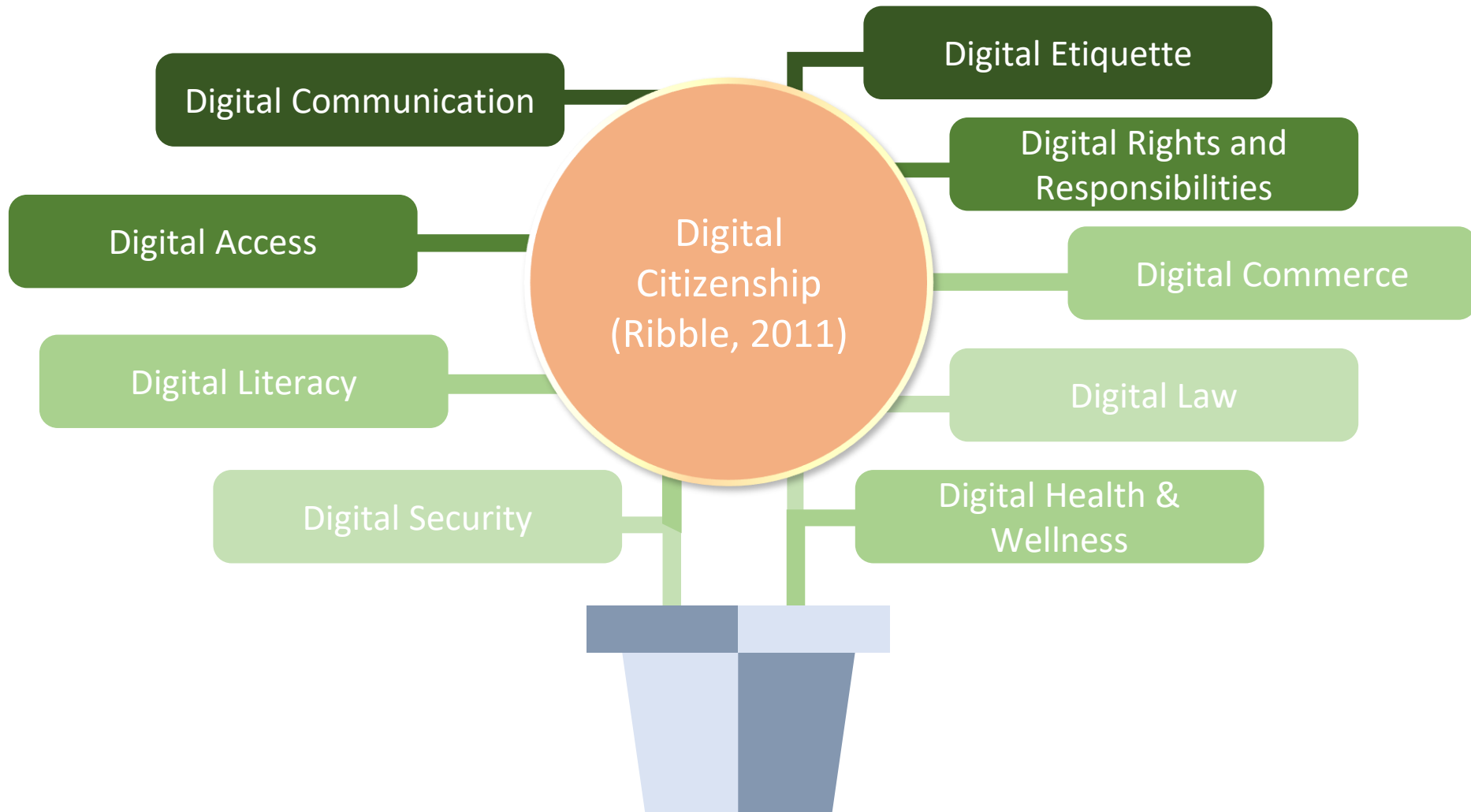
Preparing Students to be
Lifelong and Self-directed Learners

School Curriculum

The Updated Four Key Tasks

The Fourth Strategy on IT in Education (ITE 4)

IT for Interactive Learning
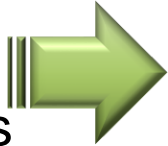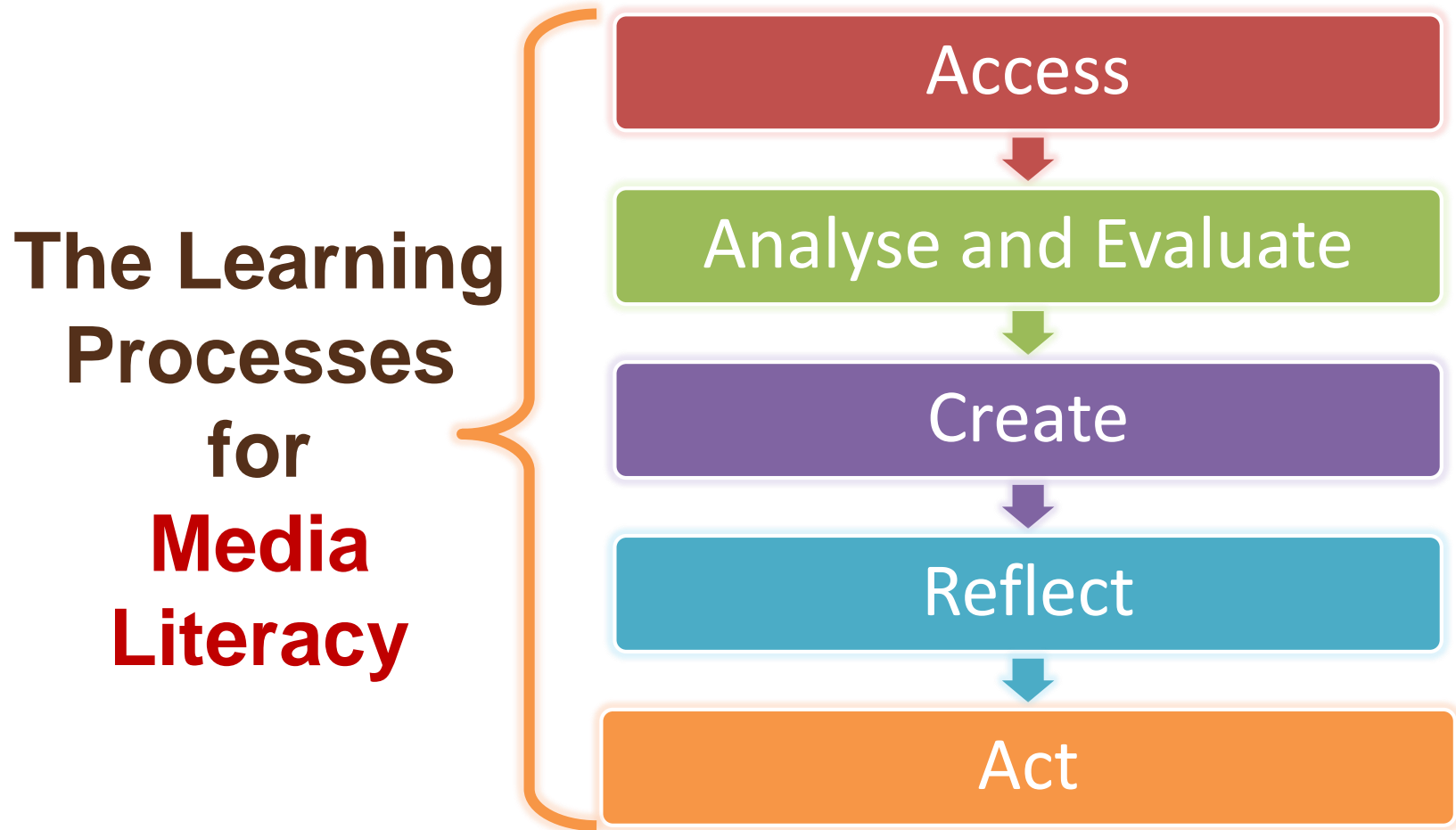
Self-directed Learning
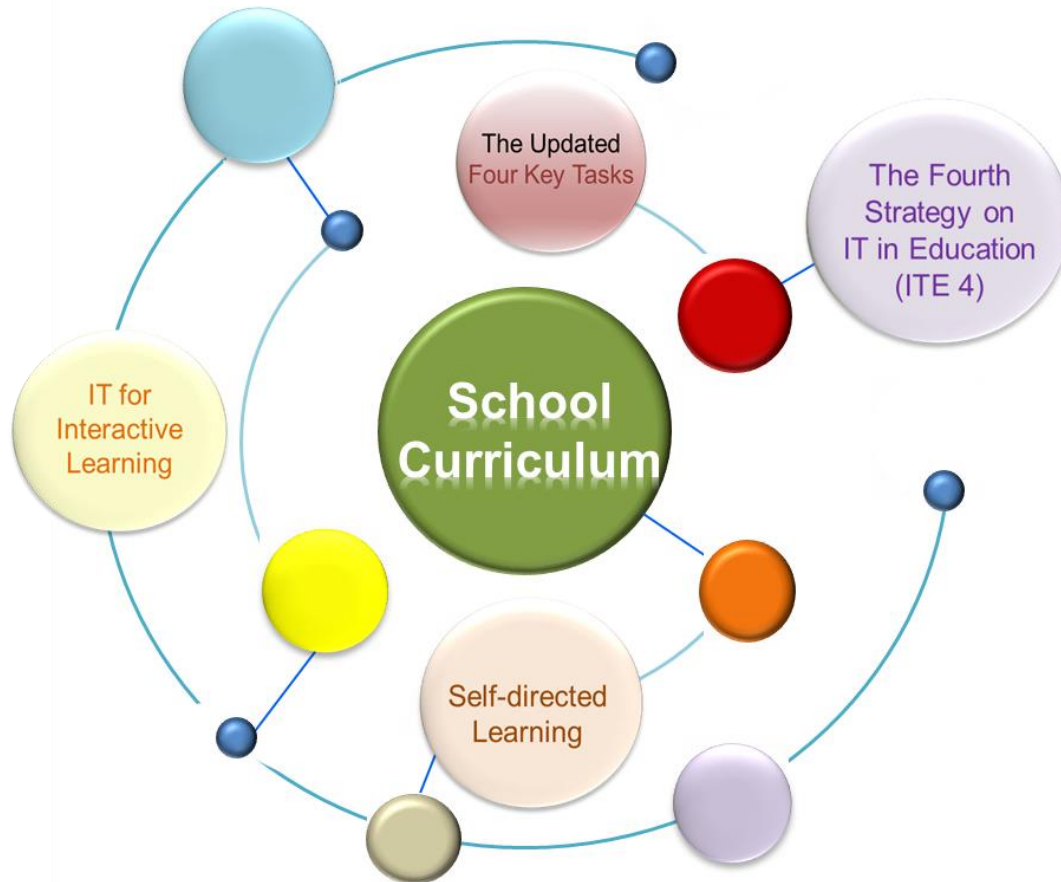
The Ongoing Renewal of the School Curriculum

A Paradigm Shift

Teacher-centredness → Student-centredness

Integrating Media Literacy into the Secondary English Classroom

Enhancing Students' Media Literacy

The Learning Processes for Media Literacy

```
Access
  ↓
Analyse and Evaluate
  ↓
Create
  ↓
Reflect
  ↓
Act
```

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

Enhancing Students' Media Literacy

The Learning Processes for
Media Literacy

Sample Activity:
Bushfire in Australia

Access

↓

Analyse and Evaluate

↓

Create

↓

Reflect

↓

Act

Fake images spread viral

Fake bushfire news and images are spreading on Facebook and Twitter

FAKE: 183 arson arrested

Save Luis: We need your donation

Police: report bushfires related scams
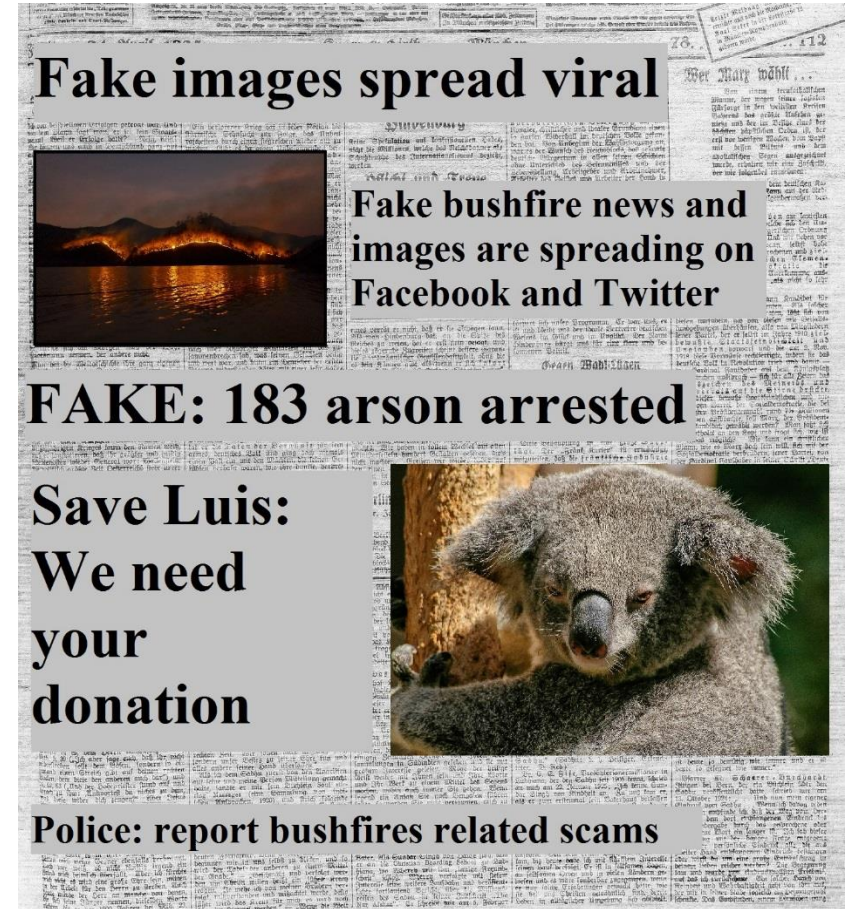
Images of newspaper, wildfire and koala from Pixabay

Enhancing Students' Media Literacy

The Learning Processes for Media Literacy

Access

↓

Analyse and Evaluate
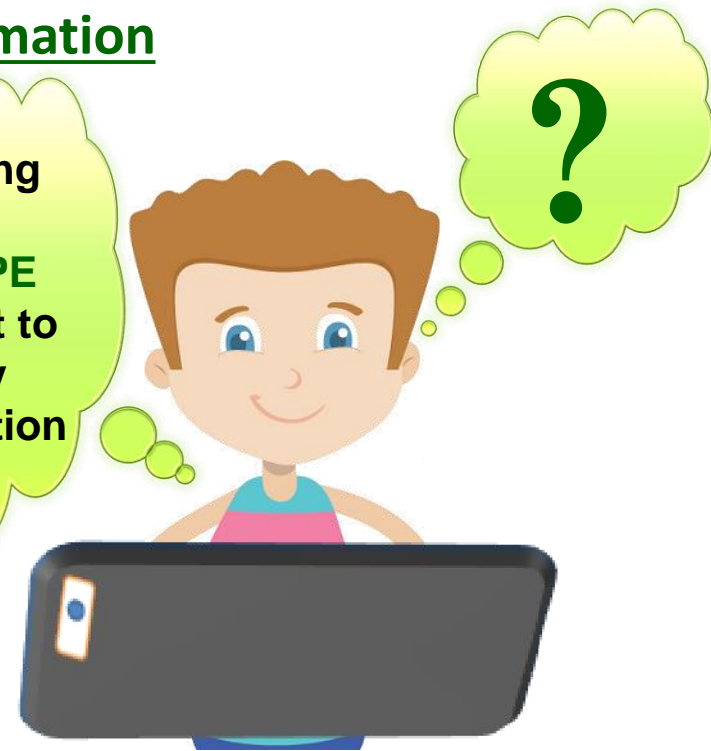
↓

Create

↓

Reflect

↓

Act

Sample Activity: Bushfire in Australia

- ask questions to **verify the information**

Applying the **ESCAPE** concept to verify information

?

- **summarise the techniques** used during the verifying process

Enhancing Students' Media Literacy

The Six Concepts for Evaluating Information: ESCAPE

"E.S.C.A.P.E. Junk News" poster by NewseumEd
https://newseumed.org/sites/default/files/legacy/2017/05/ESCAPE-Junk-News-Poster-w-FB.pdf

Enhancing Students' Media Literacy

The Learning Processes for Media Literacy

Access

↓

Analyse and Evaluate

↓

Create

↓

Reflect

↓

Act

Sample Activity: Bushfire in Australia

- produce a text / multimodal text to raise students' awareness of fake news

Applying the **ESCAPE** concept

Enhancing Students' Media Literacy

The Learning Processes for Media Literacy

Access

↓

Analyse and Evaluate

↓

Create

↓

Reflect

↓

Act

Sample Activity: Bushfire in Australia

- engage students in reflecting on their experience/practice in processing information

Enhancing Students' Media Literacy

The Learning Processes for Media Literacy

Access

↓

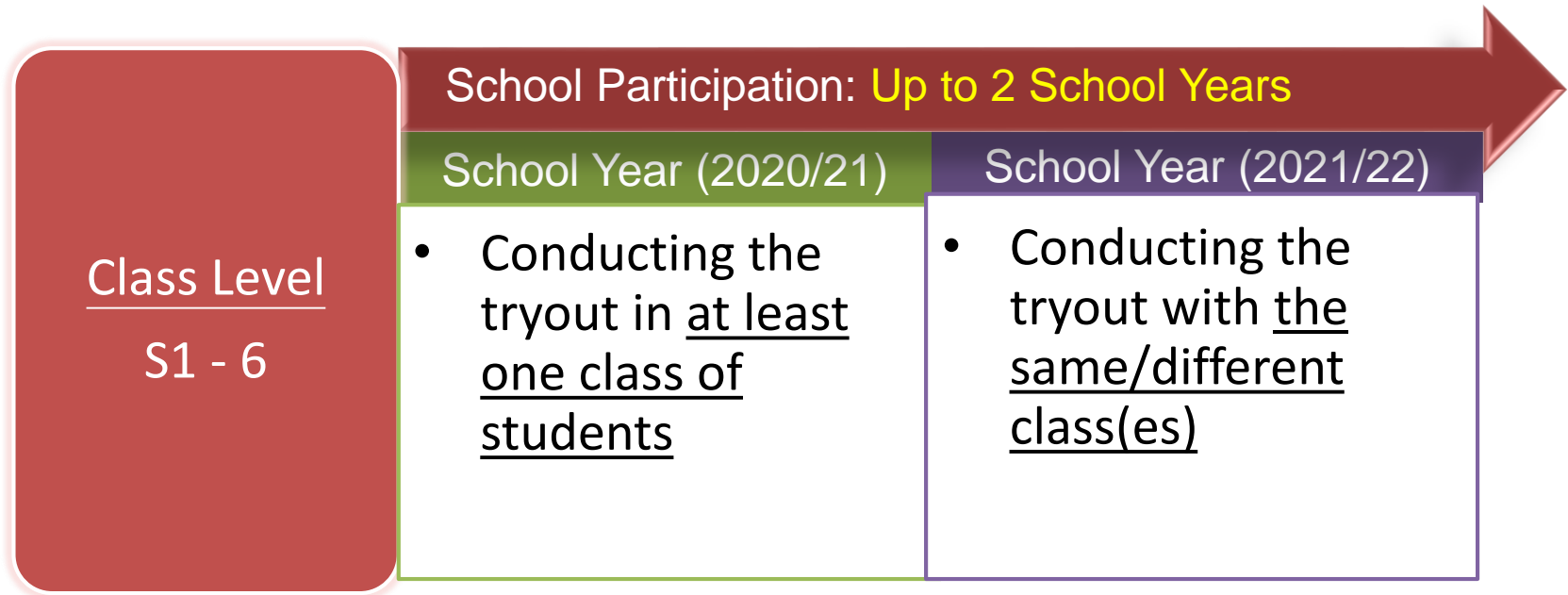Analyse and Evaluate

↓

Create

↓

Reflect

↓

Act

Sample Activity: Bushfire in Australia

- become an effective and ethical user of information and IT

Application for the "Seed" Project

Planning & Implementation of the "Seed" Project

Class Level

S1 - 6

School Participation: Up to 2 School Years

School Year (2020/21)	School Year (2021/22)
• Conducting the tryout in <u>at least one class of students</u>	• Conducting the tryout with <u>the same/different class(es)</u>

Planning & Implementation of the "Seed" Project

2020/21 s.y.

**Phase I
(Small Scale)**

Development
- To design and develop materials for one unit of work (about 6 – 8 lessons) with the CDI officers
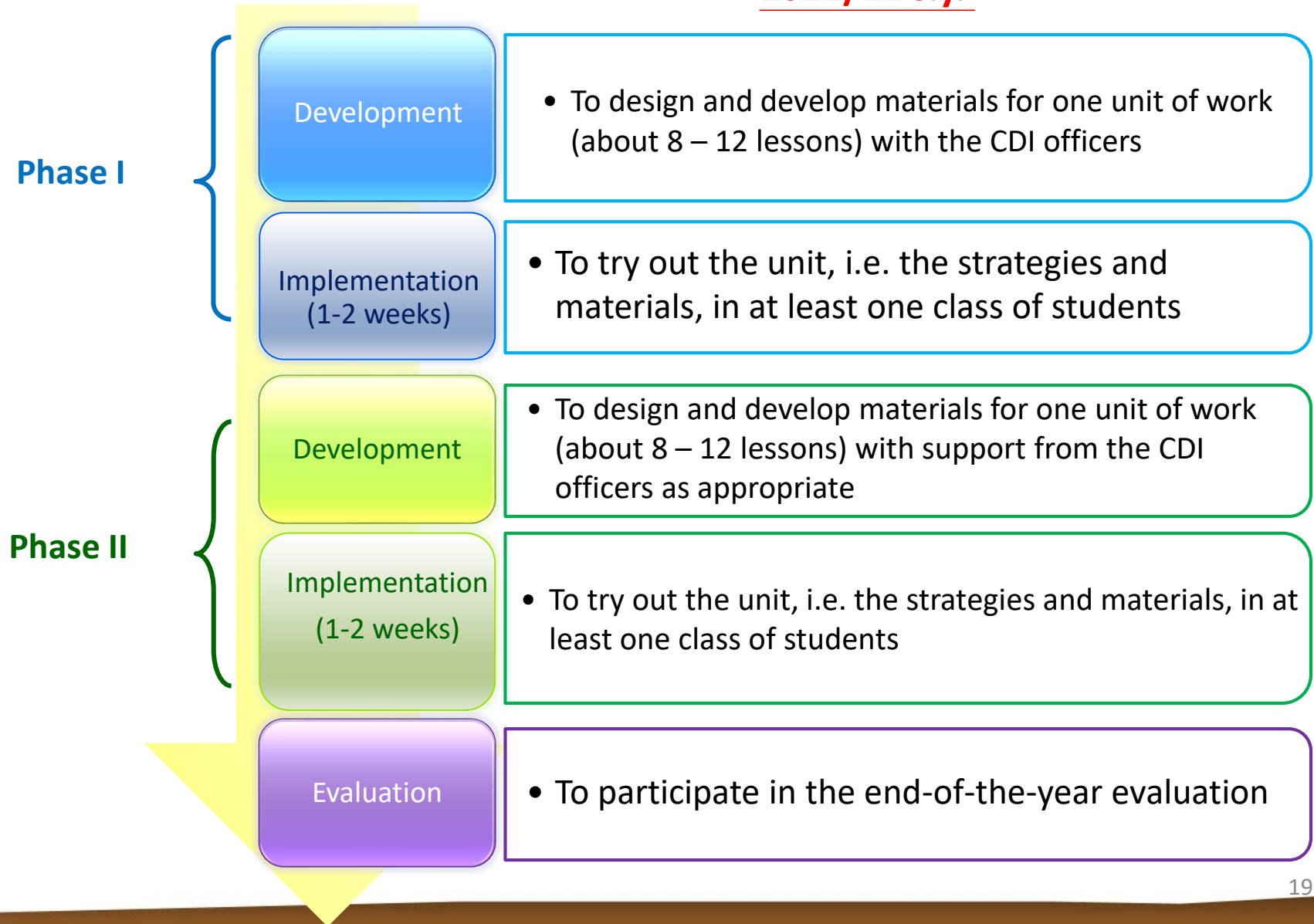
**Implementation
(1-2 weeks)**
- To try out the unit, i.e. the strategies and materials, in at least one class of students

Phase II

Development
- To design and develop materials for one unit of work (about 8 – 12 lessons) with support from the CDI officers as appropriate

**Implementation
(1-2 weeks)**
- To try out the unit, i.e. the strategies and materials, in at least one class of students

Evaluation
- To participate in the end-of-the-year evaluation

Planning & Implementation of the "Seed" Project

2021/22 s.y.

Phase I

| Development | • To design and develop materials for one unit of work (about 8 – 12 lessons) with the CDI officers |
| Implementation (1-2 weeks) | • To try out the unit, i.e. the strategies and materials, in at least one class of students |

Phase II

Development	• To design and develop materials for one unit of work (about 8 – 12 lessons) with support from the CDI officers as appropriate
Implementation (1-2 weeks)	• To try out the unit, i.e. the strategies and materials, in at least one class of students
Evaluation	• To participate in the end-of-the-year evaluation

The "Seed" School is Expected to

School project coordinator

School Project Team
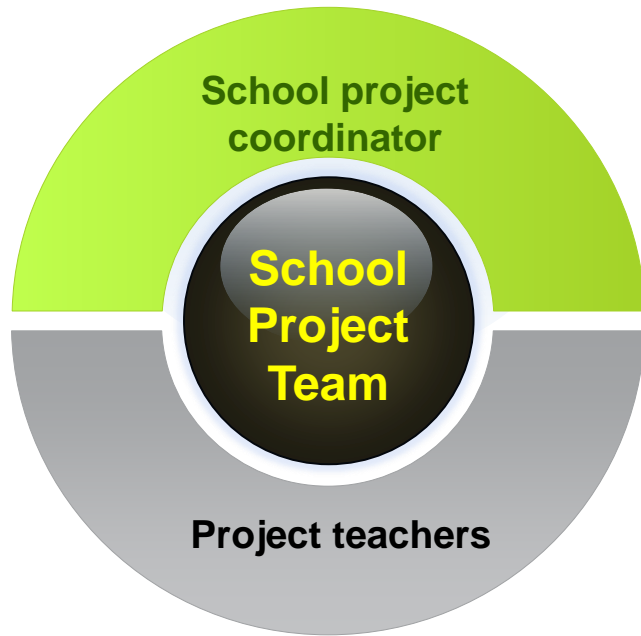
Project teachers

- nominate one experienced and committed English teacher to be the school project coordinator, and where possible, identify more teachers to be the members of the project team;

- build on the school's existing reading / writing programmes and incorporate the tryout into the school-based English Language curriculum; and

- assist in the collection of evidence (by supporting classroom observations, including video-recording the tryout lessons and interviewing students / teacher(s)) on the impact on student learning.

Role of the School Project Team
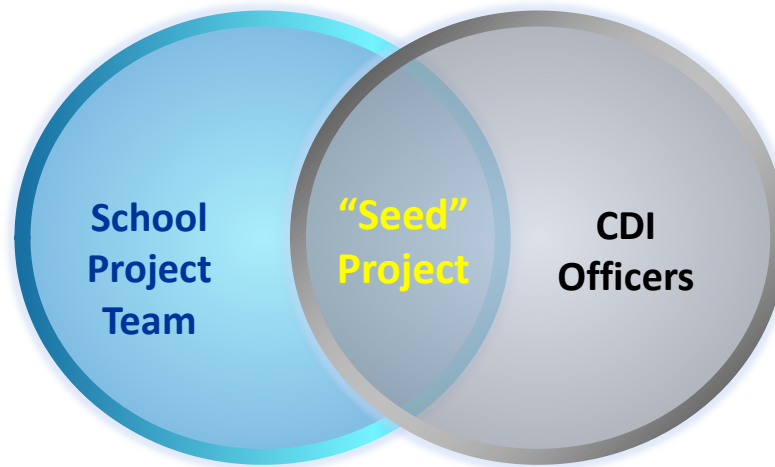
- Identifying entry point(s) for the "Seed" Project
- Working in collaboration with the CDI officers to identify suitable texts and resources for the units of tasks/learning activities
- Developing and trying out teaching strategies, tasks and materials
- Producing deliverables including two units of tasks illustrating how students' digital citizenship can be nurtured in the secondary English classroom
- Collecting evidence (by supporting classroom observations, including video-recording tryout lessons and interviewing students / teacher(s)) on the impact on student learning
- Disseminating good practices for teachers' professional development

Benefits for the "Seed" School

● The "Seed" school will

  ▪ build up the capacity of the English Panel in nurturing students' digital citizenship in the secondary English classroom; and
  ▪ gain an insight into how to enhance media literacy instruction and develop a holistic plan for curriculum development.

● Teachers from the "Seed" school will

 ▪ develop the competence in developing effective strategies and resources to enhance students' ability in analysing and creating media texts.

For details, please refer to the
EDB Circular Memorandum No.6/2020:
Appendix A(25) and Appendix C

https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM20006E.pdf

Deadline for Application
9 March 2020 (Monday)

Return the **application form (Appendix C)** with **a project proposal** to:

By post

By hand

or
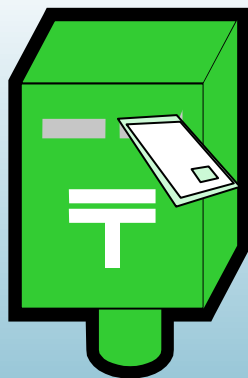
Human Resource Management Unit of EDB,
4/F, East Wing, Central Government Offices,
2 Tim Mei Avenue, Tamar,
Hong Kong

Drop-in Box
(Box No.: EDB02
- Staff Interflow
Schemes 2020)
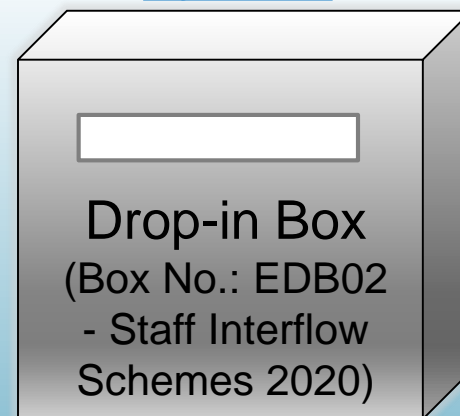
Located at 2/F Entrance,
East Wing, Central Government Offices,
2 Tim Mei Avenue, Tamar,
Hong Kong

Results of the applications will be announced in **June 2020**.

Enquiries

- **Project Specific**
  - Mr CHEUNG Chan-piu / Mr SHEL Siu-lun

    English Language Education Section
    2892 5854 / 2892 6571

- **General**
  - Ms Christy NG

    Life-wide Learning Section
    2892 5824

Acknowledgements