



BeWEEN

Name and surname of authors:	Zagorka Ivanković, mag.oec. teacher-mentor
Topic:	Internet
Lesson (activity)	Critical attitude towards the Internet
Problem to be solved by the activities	<p>A behaviour or trends among the young people I have recognized in my daily work with students. Concerning digital maturity, the problem is the ability to cope with the growing digital challenges and solving problems. these classroom activities deal with coping with, recognizing digital challenges and the critical relation towards the Internet.</p> <p>Key terms:</p> <ul style="list-style-type: none"> • Choice of quality content • Popularization of domestic content <p>Learning outcomes:</p> <ul style="list-style-type: none"> • To learn how to efficiently check the reliability of content on the Internet • To list the dangers children are most often exposed to online • To state what inappropriate internet content is • To state several rules that have to be followed when assessing quality of web content • To learn how to use web tools: Padlet, web whiteboard, Google Presentation, Kahoot quiz
Lesson aim	<p>To learn that internet content should be critically assessed and that not all content has the same quality and are equally valuable.</p> <p>To learn that one should be careful when communicating with other people and that it is important to protect your identity.</p> <p>To point out that special attention should be aimed at social skills and Social solidarity through Civil education.</p> <p>These things should be particularly stated:</p> <ul style="list-style-type: none"> • The media and critical understanding of media content (especially the Internet) • Positive and negative effects of the media, advantages, and dangers of the internet, internet safety
Methodology	<p>The activity will take place through conversation and discussion in Tourism and marketing class</p> <p>Tasks:</p> <p>Functional (psychomotor) tasks:</p> <ul style="list-style-type: none"> • To develop the ability to notice quality content on the Internet



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	<ul style="list-style-type: none"> • To develop the ability to compare and assess offered content and choose that content which is most suitable • To assess whether online content is safe enough, can it be trusted, based on the research of necessary relevant information (who the author is, when were they published, why were they published, is the information trustworthy, style of text used) <p>Educational (affective) tasks:</p> <ul style="list-style-type: none"> • To develop the sense of aesthetics, creative and free manner of expression, free critical thinking • To develop awareness and need for personal protection which is endangered by exchanging information online • To develop critical thinking about the content on the internet (which can be useful and beneficial as well as harmful) <p>Tools and equipment used: laptop, PC, projector, presenter, smart board.</p> <p>At the end of the class students are given homework and additional tasks.</p>
Lesson duration	45 minutes
Detailed description of activities	<p>(5 min) Introduction:</p> <ul style="list-style-type: none"> • Conversation about how students talk to their friends in everyday life • Are there differences when they communicate via computer in relation to their communication via the Internet? • Internet can be a place where one can have fun, relax and interact with others • We can learn interesting things on the internet, but there is also another side of the coin • campaign Not funny warns about these issues, particularly about hate speech • through a short conversation, notice inappropriate communication on the internet • to confirm that rules of communication must be respected on the internet <p>(30 min) Main part:</p> <p>Announcement of new teaching content</p> <ul style="list-style-type: none"> • to learn how to efficiently check the reliability of web content in order to avoid being exposed to dangers and inappropriate content • to state that rules of internet communication/internet etiquette is called Netiquette – • they are not legally prescribed, but they advise about the manner of communication and relations among users and explain the meaning of certain ways of communication <p>Point out what is important:</p> <ul style="list-style-type: none"> • to respect internet etiquette and communicate accordingly • take into consideration that not all internet content is reliable and that information should be checked on more than one website <p>Research based learning:</p> <ul style="list-style-type: none"> • web tools – Padlet (information board)



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- open Padlet web page

Step 1.

- Open the link and mark your place on the “knowledgemeter” made with Whiteboard digital tool – how well do you know the Internet

Step 2.

- Students are divided into four groups
- They study suggested links regarding rules of behaviour
- They search for additional web pages/blogs about rules of behavior on the Internet and place those links into their group on Padlet
- They open and study web pages of all groups
- Representative of every group states their conclusion (they point out and state the rules of behavior they found on these web pages)

Step 3.

- They open the links and write down and explain key points according to e-textbooks

(in Padlet in attached presentation as help in step 3)

Task:

- To fill in the slide according to a specific subject
- Representative of every group presents their slide, draws a conclusion related to key terms according to topics: on-line communication, inappropriate content, addiction to Internet, untrue and incomplete content
- Key terms have to be noted down in their notebooks

(10 min) Final step: Step 4.

- Solving Kahoot quiz

Step 5.

- To open the link again and mark their place on the “knowledgemeter” made in Whiteboard

Conclusion

At the end of the lesson, students individually express their conclusions, that is evaluation of the class. Questions: what we have learned, are we aware, do I need to change something in our life, my critical relationship towards the Internet etc. Students have concluded that the Internet is a danger that lurks on the individuals that are not digitally mature and literate. The Internet is the future, but with a measure.

Self-evaluation

As a part of self-evaluation, students reflect on their own learning and work in the class. In groups, and then on a plenum as well, they comment on what they are happy with and what they can improve.

Homework for the following class:

- Tasks from worksheets
- Article about the Day of safer Internet

<http://www.ucitelji.hr/Portals/0/SID2012/prirucnik%20za%20djecu%202012.pdf>



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- Reviewing: on the following class, students should discuss their impressions and see whether they have made certain decisions regarding how they behave on the internet and on Facebook

Furthermore, students also received additional tasks:

- Digital content – checking brochures and applying them on their accounts
- <http://www.carnet.hr/tematski/sigurnost/pojmovnik.html>
- http://www.cert.hr/o_zonamjernom_sadrzaju