



DigiLitEY

# Digital Citizenship Education

Working with children (3-9), their  
teachers, parents and out-of-school  
services

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Prague, Nov. 8

# From young people to young children

- Our previous research (549 students aged 9-16) showed that 90% of children started using **online social networks** before 13 and **40% started using it at the age of 8 or before** (Tomé, 2016).
- **Young children (0-8)** are living in **rich digital environments**, even those from under-privileged families (Chaudron, 2016).
- Key task for educators and researchers: “to understand **how young learners make sense of multimodal texts in digital environments**, and how they impose order on the juxtaposition of different modes” (Sefton-Green *et al.*, 2016, p. 20).
- There is a **lack of research** on very young children (Holloway, Green & Livingstone, 2013)

# A new project in Portugal

- Digital Citizenship Education for Democratic Participation in Odivelas (Lisbon neighbourhood).
- **Research questions:**
  - How can in-service teacher training on digital citizenship education improve teachers' digital literacy practices in classrooms?
  - What are the digital literacies practices of young children in school, family and community contexts?
  - How do both formal and informal learning contexts shape children's digital literacy practices?
- **Always having in mind:**
  - “Doing More With Less: Start Small and Collaborate” (Bellow, 2016).

# Methodological framework

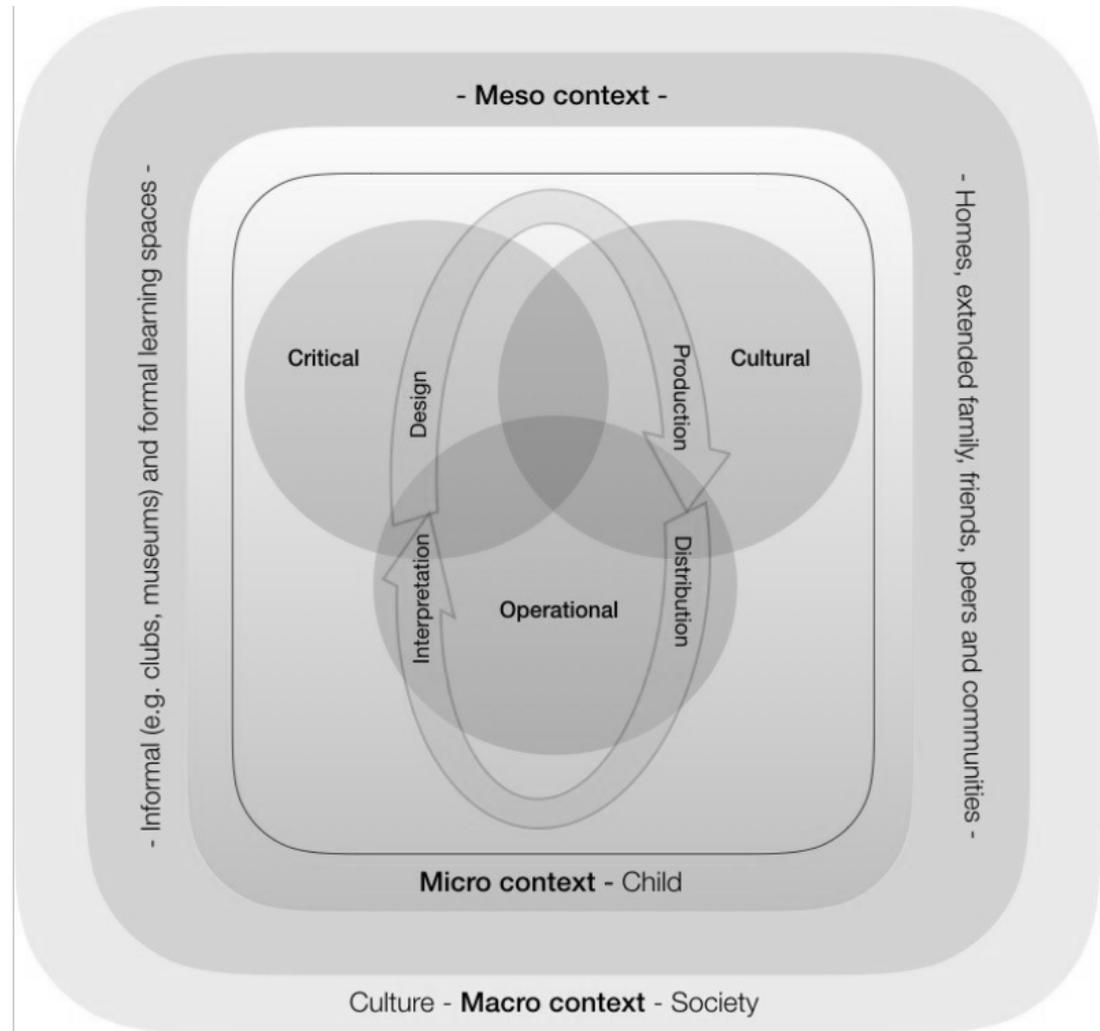
## Establishing a Research Agenda for the Digital Literacy Practices of Young Children

A White Paper for COST Action IS1410



Julian Sefton-Green, Jackie Marsh, Ola Erstad and Rosie Flewitt

<http://digilitey.eu>



# Phases and procedure

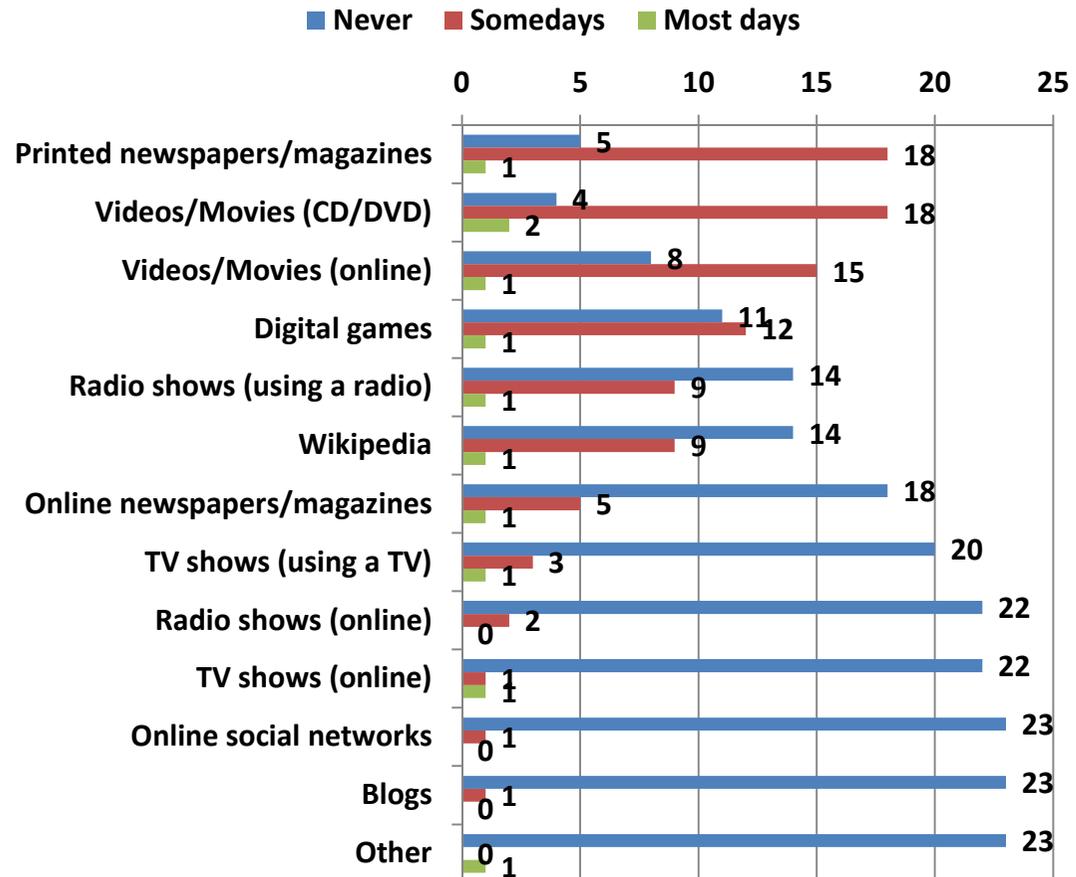
- Data collection instruments (Mar 2015 – Mar 2016):
- **In-service teacher training course (Jan-Feb 2016);**
- Longitudinal study with teachers who volunteered themselves after the training course (Mar 2016 - Feb 2018) – in progress.
- Data collection from parents, children and out-of-school services (Apr-Jun 2016); - still in progress.
- Share results with participants and involve them on an intervention plan (Sep 2016 - Feb 2018) – in progress.

Before the training course

# **TEACHERS' PREVIOUS PERCEPTIONS**

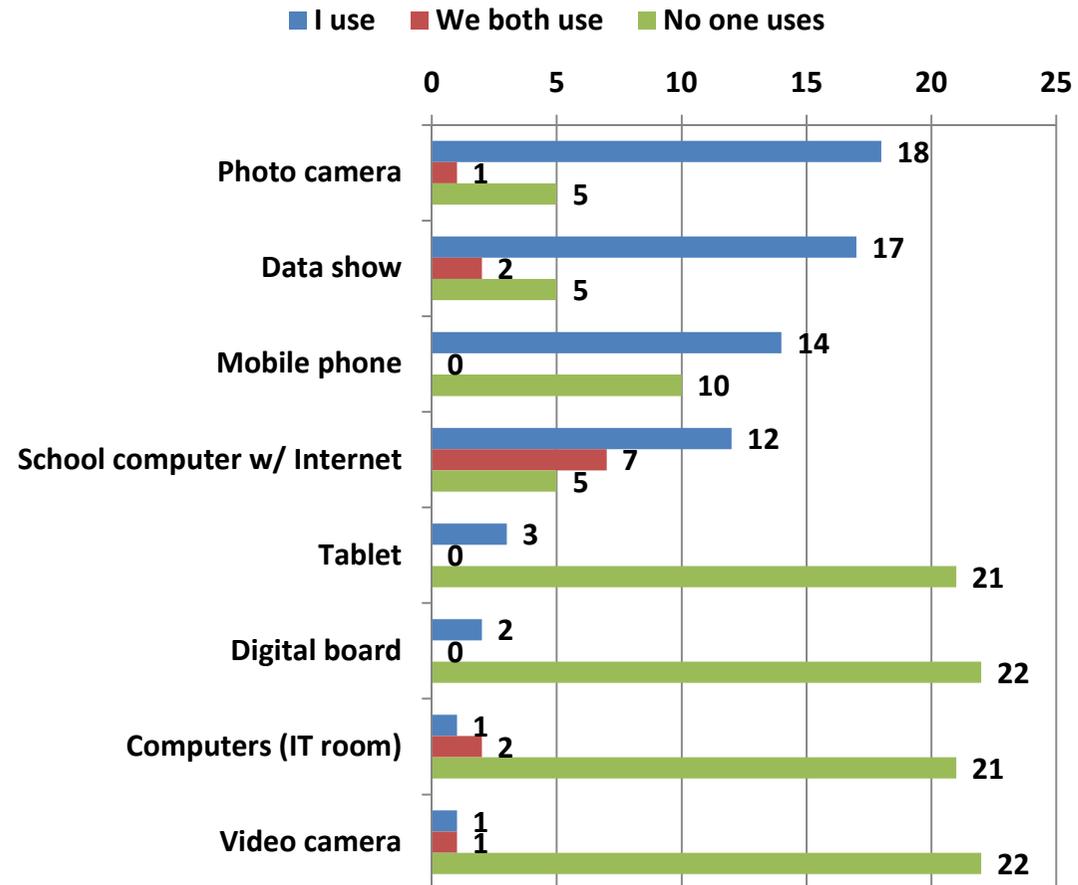
# Media have great potential, but...

- Teachers agreed that the use of the media for Preschool and Primary School students improves learning...
- BUT:** in the classrooms of these teachers, media content was used only sporadically.

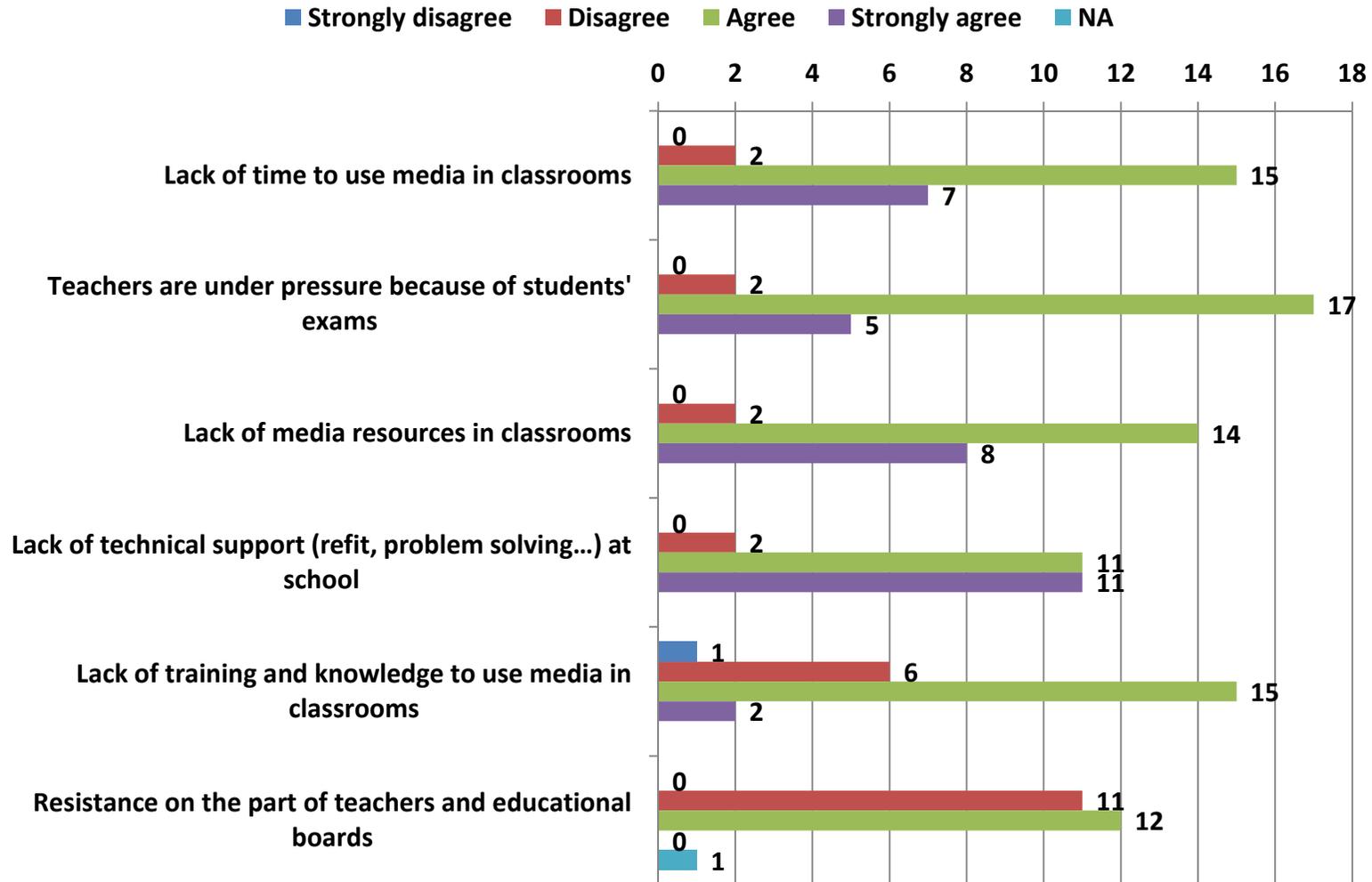


# “We” & the media

- Half of the teachers said they used the school computer with Internet access, and only seven stated that students use these computers as well.
- The mobile phone was mostly used as a camera. The use of interactive whiteboard and tablet, where available, was reserved for teachers.



# Infrequent media use: WHY?



During training

# **ACTIVITIES DEVELOPED, FACTS AND TRAINING EVALUATION**

# Through, with and about... MEDIA

	<b>Activity core objective</b>
<b>1</b>	<b>Address risks and opportunities on the Internet and use the tablet in an educational context</b>
<b>2</b>	<b>Promote the safe and creative use of media for teaching pedagogy and involving the educational caregivers.</b>
<b>3</b>	<b>Produce a book of illustrated rhymes and develop phonological awareness</b>
<b>4</b>	<b>Analyze online newspapers on the government's decision to terminate the national exams in Grade 1</b>
<b>5</b>	<b>Increase the interest in the present role of the media in reporting on what is happening in the world.</b>
<b>6</b>	<b>Analyze the issue of the refugee crisis from images of newspapers and online surveys</b>
<b>7</b>	<b>Raise awareness among students of diverse learning contexts, including the media</b>
<b>8</b>	<b>Explore the printed newspaper, its role in society, the role of news and images.</b>
<b>9</b>	<b>Address the concept of bullying through visualization, analysis and discussion of videos</b>
<b>10</b>	<b>Identify advertisements, analyzing their message and purpose</b>

# Facts arising from the activities

- **Digital literacy fits in the curriculum**
  - All teachers were able to integrate the activities in educational lesson plans that were organized at the beginning of the school year (before training was announced).
- **The surprising media diet of students**
  - Teachers were surprised by the increased use of digital technologies by children. One case: amongst 77 students, between ages 4 and 8, 67 had a personal tablet and 15 had a smartphone.
- **It is possible to bridge the resources' gap**
  - Pre-school teachers asked parents to authorize their children to take tablets to school. Most were reticent, fearing that the tablets could be damaged, but they agreed.

# Training evaluation by the teachers

- **Knowledge about the students:** “From the work done by the students, we reached the conclusions that we had not even considered initially, for example, students from preschool see little television, but use the tablet daily more of an hour ”(P24).
- **Diversity of resources:** “It has enabled me, with the knowledge acquired, lead students and to reflect on different resources you can use to learn” (P1);
- **Pedagogical freedom:** “Students’ involvement allowed to carry out activities in the classroom for the first time. There was freedom to approaches in the classroom themes / resources according to each class / school ”(P13);
- **Shared knowledge:** "The presentation of the work was very enriching and allowed me to do some learning and put it into practice in my teaching activity" (P23).

After training

**NEXT STEPS**

# From 8 teachers to all teachers

- Eight teachers volunteered to work in the project and kept developing activities with their pupils. Now there are 10.
- Data were collected from 42 parents and 45 children as well as from local community entities. Data analysis in progress.
- Previous results were discussed with teachers (September) and with parents (October).
- The intervention plan started in October. Core aims: school newspaper; more training as teachers asked.



## School newspaper main topics:

- Being a citizen in the digital age;
- Bullying;
- Advertising.

Thank you very much!

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