

- “Education and AI: preparing for the future & AI, Attitudes and Values , a conceptual learning framework” , OECD report on the future of AI in education, <https://www.oecd.org/education/2030/Education-and-AI-preparing-for-the-future-AI-Attitudes-and-Values.pdf>
- Citizen Science and crowdsourcing projects enable the public—young and old, students and teachers, amateur and expert—to participate in scientific data collection and research. <http://cadrek12.org/spotlight-citizen-science>

There are also a few interesting Ted talk about this subject

- Citizen science <https://www.youtube.com/watch?v=dpjirjUycL0>
- The Crucial Role of Citizen Scientists in Ocean Conservation https://www.youtube.com/watch?v=GJXGBuxN_5g
- Gamification in Citizen Participation <https://www.citizenlab.co/blog/civic-engagement/gamification-in-citizen-participation/>

Activity 4.4.2 - BINGO for Digital Citizens

Estimated duration	30 - 45 minutes
Requirements	Full understanding of Digital Glossary
Hardware and Software tools used	• Pen and paper • BINGO card (for students) & placeholder • BINGO questions (for teachers)
Type of assessment	Oral presentation and discussion in front of the class

The objective of this activity is learning through play. Students will play a BINGO session with questions drawn from the concepts and words explained in activity 4.4.1 Digital Glossary. It is a way to consolidate the new information and make sure that it becomes practical knowledge to be used in everyday engagement with digital technologies.

Procedure

Anticipatory Set:

The teacher can start with a memory exercise related to what students have learned so far. The idea is to let the concepts consolidate in students' minds by repeating the definitions and let them connect to the proper word/picture.

Direct Instruction

- The teacher could either give a BINGO card to each and every student or divide the class into groups and give one/two cards per group.
- The teacher explains the game and the main objectives of the activity

- Students should be encouraged to approach the definitions critically, taking notes of possible observations and examples occurring to their minds

Guided Practice

- The teacher pulls out of the bag a question and reads the definition (taken from the Digital Glossary)
- Students should search on their cards the corresponding word/picture
- Students should be rewarded every time a row/card is completed

Check for Understanding

- The teacher could move around the class to interact with groups and to verify how students are completing their cards
- When a student/group raises a doubt or question, the teacher should promptly share the question with the whole class and give further clarifications only to complement the peer-to-peer explanations

Independent Practice

- Students should be encouraged to share with the class their reflections about the Digital Glossary: e.g. about the usefulness of a specific concept; the frequency or familiarity they have with each concept; the possible difficulty that they have in identifying a specific concept

Closing

- Having completed a row or the whole card: students should be encouraged to expose their favourite/least favourite concept and explain the reasons to the whole class.
- Students should be encouraged to use their own words to truly appropriate the concepts and the corresponding approach to digital technologies
- Students should be encouraged to expose to what extent their new understanding of digital technologies may help them be better digital citizens

Resources for teachers

A template for the Bingo can be found in the Digital Passport template

https://docs.google.com/presentation/d/18IOTaIXe_7cIACGfdS1GfdubkQ_pRO48a_5GGrJBPfM/edit#slide=id.g162bb1e5afe_0_1220

Norton - BINGO!

<https://now.symassets.com/content/dam/norton/global/pdfs/infographics/digital-citizenship-bin-go-questions.pdf> from <https://us.norton.com/internetsecurity-how-to-digital-citizenship.html>

BINGO translation in GREEK

<https://drive.google.com/drive/u/0/folders/1O0dmaQmOtkpsfUjHMwU6SwiaML1LkctcQ>

Alternative game for this Topic:

<https://ec.europa.eu/jrc/en/scientific-tool/happy-onlife-game-raise-awareness-internet-risks-and-opportunities>

Advanced level

A summing-up activity can be done to reflect on the module's themes and rework in a positive way what was addressed during the activities.

- The students will be asked to divide into groups of 4-5 students; each group will analyse a case of recent fake news or hate speech that has been suggested by the teacher or chosen by them. One way to find examples is to type in the name of a well-known person next to the expression hate speech.
- At the end of this moment of research and common reflection, the groups will be invited to think of an interview structure, with specific questions concerning fake news and hate speech online. Each group will decide which questions to ask and how to construct its interview. Possible questions are: Is it easier or more difficult for you to communicate online? When you share something about yourself (by posting a photo or message) are you ever afraid that this information will be used by other people to whom it was not addressed? Why do you think fake news spreads so quickly online? Is it due to algorithms? Have you ever been the victim of an online hate incident? What is the social media where you encounter the most hatred? What are the topics or subjects on which the most hate is poured out? What can be done to curb the problem of misinformation and online hatred?
- Each group will be assigned to interview at least 2 people (possible peers), based on the outline constructed together. This phase can be carried out in the students' free time, between the first and second school session, or during school hours by addressing students from other classes. Students can share roles: the interviewer, his assistant who reminds him of questions to ask, the observer who takes notes, etc
- In a second meeting, each group returns the themes that emerged during the interviews to the class (if recorded, they can be listened to together). This contributes to everyone's understanding of the different points of view on the topics.
- After sharing the results of the interviews, the class draws up a short summary report with the help of the teacher and shares it with the entire school community as a result of their research and analysis activities.

Assessment

DigComp 2.2. area	Definition	Assessment Indicators	Details
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5.4. IDENTIFYING DIGITAL COMPETENCE GAPS	<i>Knows how to talk about the importance of recognising “fake news” to others (e.g. elders, youngsters) by showing examples of reliable news sources, and how to differentiate between the two.</i>	What is a fake news? (advanced) Why fake news is created? (advanced)	The student explains the elements of a fake news. (advanced) Student explain at least two motivation for the big number of fake news in the web.
2.5 NETIQUETTE	<i>Knows how to recognise hostile or derogatory messages or activities online that attack certain individuals or groups of individuals (e.g. hate speech)</i>	What is hate speech? (advanced) What are the elements of a hate speech?	The students define hate speech, explain some elements that identify hostile communication and presents the negative effects.
2.5. NETIQUETTE	<i>Aware that everything that one shares publicly online (e.g. images, videos, sounds) can be used to train AI systems. For example, commercial software companies who develop AI facial recognition systems can use personal images shared online (e.g. family photographs) to train and improve the software’s capability to automatically recognise those persons in other images, which might not be desirable (e.g. might be a breach of privacy).</i>	What means privacy in the online environments? (advanced) How can you protect your privacy?	The student defines privacy in the web. The student explains at least on example of privacy’s setting.

5.4. IDENTIFYING DIGITAL COMPETENCE GAPS	<i>Has a disposition to keep learning, to educate oneself and stay informed about AI (e.g to understand how AI algorithms work; to understand how automatic decision-making can be biased; to distinguish between realistic and unrealistic AI; and to understand the difference between Artificial Narrow Intelligence, i.e. today's AI capable of narrow tasks such as game playing, and Artificial General Intelligence, i.e. AI that surpasses human intelligence, which still remains science fiction).</i>	FINAL GLOBAL INDICATOR FOR ADVANCED	
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