DIGI:GO

Toolkit of Digital Development– Video lectures

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Contents

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Module 1: Information and data literacy

Video lectures

Introduction	Hello and welcome to the DIGI GO Toolkit of Digital Development. This toolkit helps adult educators, VET providers, and teachers and other professionals from the social and education field to learn and reflect about communication skills during and development of content and knowledge. George Couros said, "Technology will never replace great teachers, but technology in the hands of great teachers is transformational." Perhaps you are a teacher, a volunteer, an adult educator, or a VET provider. But most likely you are not a media and information literacy expert, and your main task is not to enable people's ability to think critically and click wisely. Why would it be worthwhile for you to learn some basics about media and information literacy and get a few tips? The short version is: that increasingly in the areas of education, information and data literacy boosts student engagement. When students use powerful content-creation tools like Adobe Creative Cloud for their assignments and projects, they engage more deeply with the content, which helps them better understand information and communicate their knowledge in visually and digitally compelling ways.
Key Learning Content 1 ***Knowledge of the concepts of digital literacy, information literacy, and media literacy***	The term "media and information literacy" is an interrelated set of competencies that help people to maximize advantages and minimize harm in the new information, digital and communication landscapes. Media and information literacy covers competencies that enable people to critically and effectively engage with information, other forms of content, the institutions that facilitate information and diverse types of content, and the discerning use of digital technologies. Capacities in these areas are indispensable for all citizens regardless of their ages or backgrounds. More specifically, sources define "media literacy" as the ability to access, evaluate, analyze, or create media in various forms. Media literacy helps people digest the news, ascertain legit news from fake news, and digest the information. It's not limited to the Internet, however. Media literacy includes television, newspapers, radio, magazines, books, etc. On the other hand, technology literacy deals with navigating technology and getting the most out of it. **How Do Media, Information, and Technology Literacy Differ?** We've already seen how terms shift and blend into each other, and there seems to be a literacy term to describe virtually any situation. So now it's

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	time to bring information literacy into the conversation. Information literacy is the ability to search for, identify, analyze, organize, apply, and communicate information regardless of the format and is used primarily in situations that require decision-making, problem-solving, or knowledge acquisition. So, bringing together all three literacies, we get the following difference breakdown: ● Information Literacy: The ability to locate, evaluate and use/apply information. ● Media Literacy: The ability to access, analyze, evaluate, and create information in various forms. ● Digital Literacy: The ability to use digital technology, networks, and communication tools to find, evaluate, and create information. You could make a case for saying that media literacy is a sub-category of information literacy, and digital literacy is a sub-category of media literacy! In the end, the most important consideration when developing a definition of digital media literacy in a pedagogical context is whether it is useful: useful to teachers in developing, adapting and implementing activities and resources, and to students as a lens for asking critical questions about the online world. Traditional media literacy offers little help in analyzing issues such as cyberbullying and online privacy – but at the same time, these and similar issues require a media literacy lens to go beyond simple (and quickly obsolete) technical instructions. Moreover, there is increasing evidence that issues such as verifying and sharing false information depend on skills associated both with digital literacy and traditional media literacy. To remain current and relevant, media education needs both to update the fundamentals of media literacy to reflect what's unique about digital media, and to apply media literacy practice to digital literacy: "While learning how to use and manipulate digital technology is important, without an understanding of the role humans play in questioning, challenging and therefore shaping this techno-social system, then the scope of digital literacy is limited."
Key Learning Content 2 Understanding access to	UNESCO and experts in different fields, have coined the umbrella concept of media and information literacy bringing together related fields that have the same overall learning objective to empower learners and citizens to develop critical skills in the consumption, use, creation and sharing of content.

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information and media content	Information could be grouped into primary sources, for example research reports, and theses; secondary sources, for example books, journals, magazines, newspapers; and tertiary sources taken from primary and secondary sources, such as databases, repositories, and bibliographies. On one side, media and information literacy addresses textual outputs (either electronic or paper-based publications) that normally undergo peer-review and long editing processes. **Sourcing Information** The proper use of information made available by media and various information providers depends on educators' abilities to understand their information needs, and to locate, retrieve and evaluate the quality of the information they can access. Today, there is an extremely wide and diverse selection of information material, content, and resources available, particularly on the Internet, varying greatly in accuracy, reliability, and value. In addition, this information exists in a variety of forms (e.g. as text, image or statistic, electronically or in print), that can be made available through online repositories and portals, virtual and real libraries and documentary collections, databases, archives, museums, etc. The most important factor, however, is that the quality of this information can range from 'very good' to 'very bad'. Before evaluating information sources, it is important to think about what the information is for. This will help you to identify credible information sources. The key questions might be: What source or what kind of source would be the most credible for providing information in this particular case? Which sources are likely to be fair, objective, lacking hidden motives, showing quality control? We can think of information as being held by media and other information providers, such as libraries, museums, archives and the Internet. To sum up, what is the meaning of accessing media and information? 1) The ability to access and locate suitable media and information sources. 2) The ability to use and understand media and information in order to apply it to one's daily life. 3) The ability to evaluate the credibility, accuracy and objectivity of sources. **Pedagogical Approaches and Activities** Multiple roles of Media

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Media and other information providers play a central role in information and communication processes. They are one way of communicating information, although their role is much broader than that. For the purpose of the media and literacy curriculum, media are defined (irrespective of the nature and technologies used) as sources of credible and current information created through an editorial process determined by journalistic values whereby editorial accountability can be attributed to a specific organization or a legal person. To the extent that media are an important part of every society's communication system, their institutional make-up can mesh with a variety of non-media information providers, such as libraries, museums, archives, Internet information providers, other information organizations and citizens who produce their own content.

List of activities and exercises

Through the various and available pedagogical approaches, an educator can decide which approach to apply and a list with suggested activities is mentioned below and others that he/she may formulate:

- Explore content differences among various types of content providers, for example: which provide more information than advertising or entertainment; which give oxygen to misinformation or hate speech. Also identify the content types - for example, monographic vs serial formats and understand how they differ. Learners could explain what is the difference between each type of publication as appropriate; and name two examples for each type of publication.
- Library catalogues are a source of quality information. Ask learners to familiarize themselves with the key entries: author, title and subject, and define a topic and search for two sources of every type of information and media that they can find.
- Compare the characteristics of library catalogues so you can use them to find the information you are researching in order to optimize time and dedication. a) Mention the library catalogues you are familiar with and search for four more, preferably from colleges. b) Do a search on a topic of your interest in the catalogues that you consider to be the best among those consulted. c) List five references of books or other materials that you found in the catalogues that you consider to be the best. Reflect on and provide arguments as to why you think they are the best.
- Survey college/university or public libraries to find books or other resources which provide information about sustainable development, democracy, other parts of the world, different cultures, social and economic life, or other issues of interest to you. Explore questions such as: Who decides on the level of resources that should be allocated to libraries? Who decides which books should be included in the library and which should be excluded?

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	Who decides which books are more important than others? How does budget and copyright impact on role? Are libraries serving their purposes? (A similar activity could be organized for museums or archives). • Make a list of media that are present in the daily lives of learners and educators today. What are the key roles and functions that each of these media perform? What do you think it means to be 'literate' when it comes to using these content providers? What knowledge, skills and attitudes are necessary? In general terms, the role of the information providers is to: • inform • educate • facilitate teaching and learning processes • provide access to all types of information (often free of charge, plural, reliable and without restrictions) • serve as a gateway to information • promote universal values and civil rights, such as freedom of expression and information • serve as society's collective memory • gather information • preserve cultural heritage • entertain
Reflection and Transfer - *Case Study*	The Media and Information Literacy courses introduce students to the fundamentals of media and information as communication channels and resources for the development of individuals and communities. However, the benefits of digital education for both learners and teachers provide significant impetus for teachers to develop new skills. To confirm on that, we will present the case study of by CLEMI trainers. CLEMI trainers intervene in schools and organise Déclic'Critique workshops in the first (age 6-11 years) and second degrees (age 12-17 years). Those workshops are designed to help pupils being aware of digital issues and decoding media and information through a series of workshops lasting for about 1 hour. The following questions addressed: how and when are pupils/students confronted with these subjects? How to untangle the true from the false, identify a website, unmask a hidden advertisement? What activities can be organised in class so that pupils/students acquire checking reflexes? Triggering a click to develop their critical mind, such is the meaning of CLEMI's Critical Thinking Workshops. **Video modules and pedagogical kit**

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	These workshops are filmed and then edited into a 5 minutes video illustrating concrete cases of media and information literacy for teachers. These video modules, broadcasted on CLEMI's YouTube channel, are accompanied by a pedagogical kit including pre-requisites for teachers, the pedagogical sheet (with objectives and skills) and the resources used (video, images), so that teachers can implement this activity in class. Link: https://youtu.be/sQrj2s4PulY
Closing Remarks	Media and information literacy is a hot topic in media development today. And for those who don't know exactly what the term means and why it's so vitally important, we've put together this overview for you. Also, in the search for information, an educator eventually faces the challenge of evaluating the resources he/she has located and selecting those an educator judge to be most appropriate for his/her needs. A sample of questions/criteria has been provided below to examine each information source: Does the information come from an author or organization that has authority to speak on your topic? Has the information been peer-reviewed? Your resources need to be recent enough for your topic. Does this article relate to your topic? Following to that, the DIGI:GO invite you to reflect on these questions and explore our quiz regarding the concept of information and data literacy to acquire information and develop content and knowledge.

Quiz

https://docs.google.com/forms/d/e/1FAIpQLSdXNqkmmycyaqKFIyeG9Q-6if93NotqK9sqbzdi3_lSXDFCow/viewform

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Module 2: Communication and collaboration

Video lectures

Introduction	Hello and welcome to the DIGI GO Toolkit of Digital Development. This toolkit helps adult educators, VET providers, and teachers and other professionals from the social and education field to learn and reflect about communication skills during and development of content and knowledge. George Couros said, “Technology will never replace great teachers, but technology in the hands of great teachers is transformational.” Perhaps you are a teacher, a volunteer, an adult educator, or a VET provider. But most likely you are not a communication professional, and your main task is not to communicate. Why would it be worthwhile for you to learn some basics about communication and get a few tips? The short version is: that increasingly in the areas of education, effective communication is important and there is not always a professional communicator nearby.
Key Learning Content 1 The communication process and communication plan	The term "communication process" refers to the movement of information or a message from the sender to the recipient over a chosen channel while navigating obstacles that slow it down. Since the sender initiates communication and receives it back in the form of feedback, communication is a cyclical process. All over the corporation, it moves laterally, upward, and downward. As such, communication must be a continual and dynamic relationship that is influenced by numerous factors as well as being influenced by them. There are specific processes in the communication process, and each one is necessary for successful communication. 1. Sender: This is the person that is delivering a message to a recipient. 2. Message: This refers to the information that the sender is relaying to the receiver. 3. Channel of communication: This is the transmission or method of delivering the message (e.g. face to face, mobile phone or by email.) 4. Decoding: This is the interpretation of the message. Decoding is performed by the receiver. How the receiver understands or interprets the message? 5. Receiver: The receiver is the person who is getting or receiving the message. 6. Feedback: In some instances, the receiver might have feedback or a response for the sender. This starts an interaction.

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And how do we bring effective communication to our training?
Prepare yourself. Make a communication plan.
The three basic questions
Whether it is a here-and-now specific one-time communication you are about to make, or it is a long-time effort to bring a certain message across, you need to prepare. Such preparation can be
quite simple, or it can take the form of a comprehensive communication plan.

- What information or message do you want to communicate?
- Who do you want to communicate to?
- How will you be able to communicate that information or that message to exactly those people?

The communication plan answering the three basic questions above may be enough for one-off communication activity. If you need to go further, communicating over a period of time, using different communication channels, involving different people inside and outside your institution, then a communication plan will be helpful.

Define the objective of the training
Why do you need to communicate? What do you want to achieve? General objectives are necessary to define.

Define the target audience
To whom is the message addressed? Defining your target audience is one of the steps to achieving your goals and defining how and what message you want to get across.
It is important to know that people learn differently, have different knowledge and needs, and the levels of motivation to receive knowledge can also be different.

Articulate the key messages
The key messages must be based on your objectives, and they must fit each target group. The right language is essential. The language must be clear. Free of jargon, avoid technical language, and be relevant and concise- The shorter the better and consistent — repeat your messages. One strategy for assessing whether your message is being well received is to ask short, clear questions throughout the presentation/explanation.
The trainer should always validate the learners' answer with: Okay, that's it, and great...

Describe the activities
In this part of the communication plan, you can describe the different communication tools that can be used, a timeline of the activities and the division of the tasks.

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Key Learning Content 2
The Use of Technology in Collaborative Learning

With the market for online training blooming more than ever since the COVID-19 pandemics, training providers are trying to keep up by offering more and more courses online. But how are such courses designed? What are the collaborative approaches to the creation of a training course? What are the key aspects that allow trainers to work together and create a truly engaging learning experience?
So the question here is, how does technology fit in a collaborative learning environment?

The foundation of any collaborative learning environment is the sharing of information and the formation of individual discovery through group discussion and shared practice.

What does that mean?

It means that given the right tools and information for discovery, students can actively engage in their own learning. The teacher becomes the conduit, or captain of the ship, for the purpose of steering and maintaining due course. The use of Smart Boards, interactive whiteboards, the Internet, and projectors hooked to laptops, facilitate the way we distribute the content that is to be learned.

How does it work?

Learners can use computers and software programs to create podcasts for reports, PowerPoints for presentations, and even music software to write or download their own music into their work.

Technology integration enhances not only the learning but the creative critical thinking that moves each student to the top of desired learning outcomes.

The trainer uses technology to share and demonstrate lessons in a way that is both interactive and collaborative and keeps the student engaged both physically and mentally. Technology should be seen as a partner in the new educational environment. It can, and does, make the classroom truly global in both its discovery and its learning.

Whether you are looking for tools that can bring an online class together or tools to help learners and trainers in traditional learning, the following collaboration tools will help to create an easy and interactive space to learn.

When working on group projects or research papers, you have these 10 free online tools for document sharing, and communication, some of them allow multiple users to work simultaneously on a document, hold discussions, create presentations collaboratively, and more.

Discussion Groups and Communication
Don't let a little thing like distance stop your group or class from communicating, to engage all the learners you have free tools to keep the learners engaged and create online forums and discussion threads.

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	Social networking provides an opportunity for students and teachers to connect beyond the classroom walls in new and innovative ways. Share your research, notetaking, and files with these tools. Collaboration tools were designed to help learners plan what needs to be done and organize documents. The task management tools are helpful for keeping both the individual and an entire class on track so that no assignment or task gets left behind.

Reflection and Transfer
- *Case Study*
	Digital education requires teachers to acquire new skills that they may not have had the opportunity to acquire before. However, the benefits of digital education for both learners and teachers provide significant impetus for teachers to develop new skills.
	
	To confirm the benefits and the need for communication and collaboration in digital learning, we will present the case study of Danesfield School.
	
	Danesfield School wanted to:
	
	• develop the use of technology across the primary curriculum
	• streamline working practices for teaching staff, with a drive on efficiency linked to outstanding outcomes for pupils
	
	As part of the strategy:
	
	• the school became part of the Microsoft Educator Community, a programme that provides support for strategy, teaching and learning, and school improvement through education technology, using materials such as the School Leaders Toolkit
	• staff undertook training sessions to help them with tools such as Skype in the classroom
	• staff considered tools that aid workload reduction:
	  • Sway for creating and sharing presentations for teaching
	  • OneNote, a digital notebook for capturing, storing and sharing a variety of information
	• the school also made use of Microsoft Teams to aid communication and planning
	
	The intention was to create experts in different tools, who would lead the rest of the staff.

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	Tools were trialled before being rolled out. Weekly staff meetings focused on the use of these tools, with a number of staff accredited as Microsoft Innovative Educator Experts. Some staff also attended external training events. The school also hosted and mentors other schools to share their vision for education enabled by technology. Impact on teacher workload Office 365 tools were used for collaborative working, allowing staff to: • work together on planning documents such as lesson planning and assessments • communicate online • add files for collaborative sharing/editing to a shared space where they keep meeting notes and agendas
Closing Remarks	The question here is, how does technology fit in a collaborative learning environment? The foundation of any collaborative learning environment is the sharing of information and the formation of individual discovery through group discussion and shared practice. Allowing learners to communicate and collaborate in the digital world helps engage their learning process while providing an authentic learning experience for everyone. It is important for trainers to embrace these advancements and learn alongside learners. How do you plan on having your learners communicate and collaborate to extend beyond the four walls of your classroom? I invite you to reflect on these questions and explore our quiz regarding the concept of the communication process and the digital learning environment, to acquire information and develop content and knowledge.

Quiz

https://forms.gle/KPPyDcbwJnNPuw8X6

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Module 3: Digital content creation

Video lectures

Introduction concept of copyright and how to develop relevant digital content	Hello and welcome to the DIGI GO Toolkit of Digital Development. This toolkit helps adult educators, VET providers, and teachers and other professionals from the social and education field to learn and reflect about communication skills during and development of content and knowledge. George Couros said, "Technology will never replace great teachers, but technology in the hands of great teachers is transformational." Perhaps you are a teacher, a volunteer, an adult educator, or a VET provider. But most likely you are not a copyright expert, and your main task is not to enable people's ability to think critically and click wisely. Why would it be worthwhile for you to learn some basics about digital content creation and get a few tips? The short version is: that increasingly in the areas of education and digital content creation boosts student engagement. When students use powerful content-creation tools like Adobe Creative Cloud for their assignments and projects, they engage more deeply with the content, which helps them better understand information and communicate their knowledge in visually and digitally compelling ways. According to Statista, almost 4.66 billion people were active internet users as of October 2020. That means a whopping 59% of the global population are looking for new, engaging content online. Digital content creation is the process of generating topic ideas that appeal to your audience and then creating written or visual content around those topics. It is about making information and your expertise obvious to anyone consuming your content. To really gain the benefits of Digital content creation you have to make that information as accessible as possible to your audience as a blog, video, infographic, or other formats. Then how do you know if you are doing the right thing? It all comes down to analytics. Here we will go over the digital content creation steps and the important factors for each step!
Key Learning Content 1 ***Understanding how to develop relevant digital content***	Content creation enables students to: • develop higher-level skills of analysing, evaluating and creating • work collaboratively to solve problems and create new work • share their work with other students • reuse or re-purpose the work of others • develop the knowledge to use information in an ethically appropriate way. Students need to explore, interact and experiment to have deeper learning experiences. Educators don't have to stick to in-person instruction, though, to get learners involved in engaging activities. Teachers can create digital

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educational content that is dynamic and connects to a variety of learning styles. So how do you create digital learning content? Below are six tips for building digital education content that piques students' interests and transforms online learning.

1. Reach learners with video

Digital content in education is used in remote, hybrid and face-to-face instruction. Students interact with the content through synchronous and asynchronous learning through multiple devices. If you are a teacher and new to creating digital content, an easy place to start is by building a video collection.

Teachers can begin a lesson with a video to grab learners' attention, or they can ask them to engage with a video as part of a knowledge-building activity. Students can watch a video during a synchronous class session if the teacher shares their screen. They can also watch a video before, during or after class. Educators can create the video collection for a unit, save the links and then add them to their lessons. Educators can also record short videos to teach concepts asynchronously. On the Internet, there are various channels offer videos across academic levels and subjects.

2. Add in digital audio content

Teachers can reach different learning needs, and students can both read and hear the content by adding audio over a Google Slides presentation. For example, teachers can record a voice memo to give learners instructions for an assignment or project. They can also record assessment questions for learners who need a modification. This option can also help students to understand how to pronounce new vocabulary words across core classes and in language classes by recording the files and then students can listen them as many times as they need. More innovative option is creating a podcast by teaching a topic and adding music and sound.

3. Make your own educational digital images

Digital images are another way to engage learners by including illustrations, maps, graphics, photographs and more instructional images. For example, a teacher can create a brainstorming map, timeline or plot diagram. It's also a way to show how to work out a math problem or scientific equation. There are also available programs that allow you to create graphs, posters, brochures and infographics. Teachers can also take a picture of an object, a scene or a science experiment for learners to view or analyze.

4. Gamify your digital content

Another way to boost digital teaching strategies is to gamify lessons and activities. There are many digital educational resources available that use gamification allowing you to create online learning games or trivia as well as

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	online assessments. Another fun idea is to make a digital escape room using Google Forms. **5. Allow learners to choose** Teachers can personalize digital content by giving their learners a choice. For example, offer groups or individual learners the choice to engage with a video, audio file or an image. When students have control over their learning, they are more invested in the content. It's a great way to boost active learning across the class. **6. Create digital content with a team** Teachers don't have to create digital education content on their own. Departments or subject-grade level teams can build content together. Team members can each work on one type of content such as designing digital graphics, or they can work in groups to create videos, podcasts or trivia games. The benefit of digital content is that they can be used again and again and quickly share it across teams. It's also easy to update so that information stays current.
Key Learning Content 2 Understanding to evaluate the digital content created	You can create digital content in any number of formats, including video, audio, PowerPoint presentations, blogs, wikis and animations. To create meaningful digital content, you need to: ● understand your audience's needs; then address them appropriately ● use creative and critical thinking skills to produce quality materials that meet learning requirements ● have the technical competence to use a range of digital tools effectively and confidently ● be honest, ethical and responsible when publishing ● respect the rights of other copyright owners and protect the rights of the publisher. Creating content is not new. Librarians have been creating content for a long time. Within the digital environment, there are now a vast number of tools available. Educators, students and library staff can all be active creators of digital content. When using digital content for teaching and learning, it's important to consider: ● aligning information to learning needs ● being selective in what digital content to use for what purpose ● being honest, ethical and responsible with others information to abide by legal requirements

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- using individual and collaborative practices to benefit learning
- your target audience — students, teachers, your school community or wider.

Why is the use of digital resources important?

Quality digital content can provide rich, varied information for teaching and learning, and be:

- curated and disseminated by educators, library staff and students
- used in a variety of ways to enhance student learning.
- provide a rich experience by engaging students in higher-level thinking
- used to develop collaboration and problem-solving skills
- updated to remain up-to-date and relevant.

Choosing digital resources

When choosing a digital resource focus on whether it:

- aligns with learning objectives
- matches the curriculum
- has learning value and not just a 'nice to have' extra
- is appropriate for the students' learning level
- is inclusive and accessible
- engages learners and promotes effective learning
- encourages innovation.

How to evaluate digital content

Evaluating information is an important part of the digital literacy process. To evaluate digital content to ensure it's meaningful:

- look critically at information to determine its relevance, suitability and reliability
- be critical and skeptical about sources and information to ensure authenticity
- check for accuracy, validity and currency as measures of information quality
- make sure all information and resources are fit for purpose.

Why evaluate information?

Anyone can put information online and for any number of reasons. Digital content — blogs, wikis, websites, social media — can contain misinformation.

Digital literacy is about being able to identify good quality digital content. Critical evaluation is key to assessing authorship, reliability and authenticity.

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	Tools for evaluating digital content The following are examples of tools that are often used to evaluate digital content: • SIFT (the four moves) — SIFT stands for stop, investigate the source, find better coverage, trace claims, quotes, and media to the original context. • 5 Ws of website evaluation (pdf, 28KB) — poster showing: who, what, when, where, why. • Evaluating information: applying the CRAAP test — CRAAP stands for currency, relevance, authority, accuracy, and purpose. • RADCAB — your vehicle for information evaluation — RADCAB stands for relevance, appropriateness, detail, currency, authority and bias • Evaluate it — a guide from Community College of Baltimore Library in the USA. • Evaluating resources — a comprehensive guide from Berkeley University in California for both print and digital resources. • Truth, truthiness, triangulation: A news literacy toolkit for a 'post-truth' world – a blog post by Joyce Valenza for the School Library Journal.
Reflection and Transfer - *Case Study*	An exceptional Award Ceremony was organized at UNESCO Headquarters in Paris on 24 June to celebrate the six laureates of the UNESCO King Hamad Bin Isa Al-Khalifa Prize for the Use of ICT in Education. After a two-year postponement due to the COVID-19 pandemic, the event gathered the laureates of the 2019, 2020 and 2021 editions to feature the use of technology to enhance teaching, learning and overall education performance. **Best practices of using digital technology to achieve the common good of education** Since its establishment in 2005, the Prize calls for nominations under an annual theme designed to steer the use of technological innovations to address the fundamental challenges countries are facing in achieving the vision of SDG 4 – Education 2030. To draw lessons from the education response to the COVID-19 crisis, theme for 2021 was The use of technology to enable inclusive crisis-resilient learning systems. And the two laureates were selected in 2022: **"Initiatives for Inclusive and Accessible Education", Central Institute of Educational Technology (CIET), National Council for Educational Research and Training, India**: The Initiatives provide multimodal access via TV channels, radios and several web portals and applications, reaching over 1.5 million schools, 240 million students and 8.5 million teachers. The learning content, which is also available for learners with special needs, includes 360 digitalized textbooks that are available in 11 local languages.

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	"Digital Educational Programme", Ubongo International, the United Republic of Tanzania: The programme leverages the power of entertainment, technologies, research and kid-centred design to bring effective and localized learning to school-age children and their parents. Since 2014, Ubongo's TV and radio programmes have reached 27 million families through multiple platforms, boasting an 84% TV saturation rate and 50% radio saturation rate in Tanzania. Link: https://www.unesco.org/en/articles/six-best-digital-learning-practices-rewarded-unesco-prize-ict-education
Closing Remarks	Digital content creation can be considered as the integration of digital content using high quality digital tools to enhance learning for students, making it easier for teachers to provide an individualized path and pace for students. Students who haven't mastered concepts can take advantage of opportunities for extra practice or remediation. Digital content can also create extension opportunities for students who are ready to advance. Integrated digital content does not mean students will be isolated on a device for entire classes. Teachers will be able to actively find ways to integrate digital content into their curriculum, providing deeper learning through reinforcement and practice at the whatever level the student may be. Following to that, the DIGI:GO invite you to reflect on these questions and explore our quiz regarding the digital content creation to acquire information and develop content and knowledge.

Quiz

- https://docs.google.com/forms/d/e/1FAIpQLSdOKhV_ZfQDM6kNvQZObq5WRTzVIR-ZHjOCAe20mP7KPpbdCw/viewform

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Module 4: Safety

Video lectures

Introduction	Hello and welcome to the DIGI GO Toolkit of Digital Development. This toolkit helps adult educators, VET providers, and teachers and other professionals from the social and education field to learn and reflect about digital safety and how to protect personal data.
Key Learning Introduction of digital safety and online risks	Effective use of technology can revolutionise language learning and teaching allowing us to connect and share beyond the boundaries of the classroom. However, as well as increasing learning opportunities, it can also present very real and serious risks for the uninformed. A challenge for educators, therefore, is how to increase their learners' learning opportunities without promoting potential risks associated with internet use. We log on to our computers, browse the internet on our mobiles, click on links, read/send emails, transfer files, part with personal data, and publish sensitive content daily. But rarely do we question the safety of what we are doing. We don't think about the potential dangers. As users of technology and internet-connected devices, we often neglect our digital well-being and proceed without protection. What is this new concept of Internet safety or digital safety? Internet safety sometimes referred to as digital safety, on-line safety ,or cyber safety, is a relatively new concept that has grown with advances in the Internet. There are many aspects to Internet safety. Broadly, the term refers to practices and precautions you should observe when using the Internet, so as to ensure that your personal information and your computer remain safe. There are certain characteristics of digital technologies that can introduce new risks to young people, such as easy access for users as well as 'visibility' and 'searchability' of what they have shared. Below are some of the most prevalent risks that young people might face when they are online: • privacy risks • negative digital footprint • exposure to inappropriate content • false information • digital distractions • digital plagiarism • commercial exploitation • identity theft

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	• cyber-bullying • sexual solicitation and grooming • spam and malware. Do you, as an educator, want to be part of the solution but don't know what this is? According to specialists, banning or constant safeguarding are not effective long-term solutions. You can ban access to the internet while in the classroom or at home, but will you be able to control access beyond that? A growing body of research suggests that one of the main objectives for teachers should be to increase learners' resilience to online risk. This involves providing them with opportunities to access the powerful benefits of the internet while at the same time empowering them with skills and competences to be risk aware and risk resilient.
Key Learning ***Personally Identifiable Information (PII)***	Personally identifiable information (PII)is data that can be used to identify, locate, or contact an individual and includes information like name, date of birth, place of residence, credit card information, phone number, race, gender, criminal record, age, and medical records. Every organisation stores and uses PII, be it information on their employees or customers. Even schools and universities will store the PII of their students, while hospitals will store patient data. What are the risks of failing to protect student information? Failing to protect student information creates risks for schools and companies. Some are financial, like legal fines or lawsuits. Others include loss of public trust or damage to reputations. In some cases, individual educators can be held responsible for a breach of digital privacy. How to control your Personally Identifiable Information? While most people have some PII online, no one wants every detail available to the general public. If you're concerned that too much of your PII is available online, there are a few things you can do to keep it in check. • Understand who has access to your information Before giving personal information, ask why it's needed, where it's stored, and who has access. • Know your rights You don't have to give your Social Security number out to everyone who requests it. In fact, many countries have laws that allow you to avoid using your SSN if it's not for employment or financial purposes. • Be careful what you share online Keep in mind that when you post personal information to a public account, you're opening it up to the whole world.

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	• Make sure you're sharing to a secure server If you have to share sensitive information, make sure it's to a secure server. Secure servers encrypt your information making it more difficult to read or steal. You can identify a secure server by "https" (instead of "http") in the web URL. Also, if you see a padlock symbol on your navigation bar it's good – that means your data is encrypted. • Avoid sharing PII on public Wi-Fi Public Wi-Fi isn't always protected. Avoid sharing sensitive information while online at the local coffee shop unless it's a secure network. Steer clear of any network that doesn't ask you to sign in or check in to their privacy agreement. • Use strong passwords Be smart when it comes to passwords: use a combination of upper and lower case letters, symbols, and numbers for better protection from hackers and identity thieves. It's best to use unique strong passwords for all your important accounts. Instead of making passwords easy to remember, make them difficult to duplicate.
Reflection and Transfer	What next? The use of online learning platforms is likely to increase significantly in the coming years. What institutions that work with young people need to be aware of, is how the learning opportunities that they provide are developed, and the use of external materials within online lessons. Just because something is branded as "learning" does not make it inherently safe and immune from some of the difficulties that plague the online world. What online learning does provide is an opportunity for education providers to develop high-quality learning that can be administered in a controlled and monitored environment to help keep young people safe. Pause the video here and take a moment to reflect on the questions here. Jot down the types (but not specifics) of digital data you've shared. Think of activities like social media, web browsing, using a credit card to make a purchase, and so on. In the last 24 hours, in the course of your everyday activities, what types of digital data did you create or share? What kinds of digital data did you work with your colleagues or learners to create or share?

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	How much of this information was personal information? What kinds of data did you access about others?
Closing Remarks	In online spaces — unlike in the physical world — our sense of what is "private" can be harder to understand. We may not always know who has access to the data we share. We may not know if data is being collected and by whom. Learning how our data travels through the internet and how it is used can help us gain more control over online privacy. Businesses, governments, academic institutions, and individuals all may have an interest in collecting and using our data. And there are laws and policies that specify how and when data can be collected and used. Our "data privacy" is determined by our own perceptions and actions, the actions of those who want to use our data, laws and policies around data, and of course, the changing technologies we use to connect. This video is designed to help build your understanding and awareness of your own digital security, and the risks and value exchanges you may encounter online. I invite you to reflect on these questions and explore our quiz regarding the concept of digital safety.

Quiz

https://forms.gle/gyJb1U5AhjhALvJG8

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