Maddie is online: a creative learning path to digital literacy for young people.

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MADDIE IS ONLINE: A CREATIVE LEARNING PATH TO DIGITAL LITERACY FOR YOUNG PEOPLE

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“THE LIBRARY OF THE FUTURE”
ODORHEIU SEQUIESC CITY LIBRARY
25-26 AUGUST 2022
WHY ‘MADDIE IS ONLINE?’

- Increase overall numbers of young people’s digital literacy skills.
- Increase the number of schools delivering digital skills-related activities involving students directly as a means of expressing their own voices and opening dialogue about the challenges/opportunities of online connectivity.
- Dispel negative perceptions about the dangers of digital connectivity and focus on positive skills development and dialogue.

- Video introduction
- Project featured in CLA Schools blog
- CILIPS Campaign: #LibrariesAreEssential to Young People’s Digital Literacy
- CILIPS Blog
- SLIC Blog
Some Key Research Insights

Information and Digital Literacy Skills

Findings of Previous Research

Approximately 80 per cent of children in the UK lack “the ability to judge the credibility of information” (McGrew et al., 2018, pp. 4–5)

“Three in ten young people believe that if a website is listed by a search engine it can be trusted” (Ofcom, 2020)

For half of 12-15 year old children it is “hard to know what is true and what is false about Coronavirus”, while a quarter agree that they are “confused about what I should be doing in response to Coronavirus” (Ofcom 2020, p.2)

61% of children in the UK have set up their first social media account at age 12 or under. Some experience cyberbullying and have social pressure online to be popular all the time (The Children’s Society and Young Minds, 2018)

Almost half of 11-18-year-olds admitting checking their mobile device after going to bed (Salmons, 2016)

One in ten 12-15s have ‘gone live’ by sharing a video using live streaming services such as Facebook Live, Snapchat’s Live Stories or Instagram Live. (Ofcom, 2029)

1 in 5 children in Europe face online harms (Ofcom, 2017).
**FRAMEWORK**

**Self-image and identity**
This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

**Online relationships**
This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

**Online reputation**
This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

**Online bullying**
This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

**Managing online information**
This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.

**Health, well-being and lifestyle**
This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

**Privacy and security**
This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

**Copyright and ownership**
This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and creating the rights of others as well as addressing potential consequences of illegal access, download and distribution.

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**U.K. Council For child internet safety**

https://lnkd.in/dQVirEQ
MADDIE IS ONLINE - SERIES 1 ONLINE
RESILIENCE/SAFETY

[Images of scenes from the video on Maddie is Online - Introduction, Scenario 1 Ignore the message, Scenario 2 Confront the Child, Scenario 3 Go to mum and ask her what to do, Scenario 4 Give the phone to mum, Scenario 5 Go to mum and ask her to speak to the child, Scenario 6 Unfriend and block the child]

https://maddiesonline.blogspot.com/
# Maddie is Online: Series 1 Online Resilience

## Resources Key

### Intended Age Group
- 9-12

### Child-Accessible Without Supervision
- Cartoon or video

### Advice / How to Guide
- Podcast

### Interactive / Discussion Activity
- Infographic / poster

### Adult-Directed Information
- Online gaming

### Help
- Support or helpline

### Digital Footprint / Reputation
- Playable game

### Social Media / Online Friendship
- Accessibility features

### Cyber Security / Data Awareness
- Media / Information literacy

### Cyberbullying
- Media balance / screen time

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**Supported by SLIC**

 CREATED BY

DR Konstantina Martzoukou, Ioannis Panayiotakis & Jes Herbert

[https://www.slideshare.net/martzoukou/maddie-is-online-series-1-booklet-with-resources-244677681](https://www.slideshare.net/martzoukou/maddie-is-online-series-1-booklet-with-resources-244677681)
SERIES 2 ON MISINFORMATION

https://maddiesonline.blogspot.com/
SERIES 3: COPYRIGHT
MADDIE IS ONLINE – SOME OF THE VOICE-ACTORS

Miss Mason (series 2 & 3)
Judge Isaías & Andy (series 2 & 3)
Pinachu (Series 3 - Holds the Creative Commons Book)
Zouvious & receptionist (series 2 & 3)
Narrator and voice of Betty (series 2 & 3)

Professor Adrienne Muir (Copyright Consultant for this series)
Professor Charles Oppenheim (used a real gavel while recording his role)
Dalia Garcia
Dr Alan MacLennan
Fionnuala Cousins
SERIES 3 COPYRIGHT BOOKLET

https://www.slideshare.net/martzoukou/maddie-is-online-series-3-copyright-resources-toolkit
Interviews with 18 people and email conversations with several experts in the UK and abroad (e.g. international schools in Kiev and Dubai)

“I’ve taken a look at all the materials and what you’ve done is absolutely amazing”
“Honestly, we love what you are doing!”
“I am really interested in the Copyright materials you are preparing and am definitely interested in using that too.”
Broughton High, Edinburgh

“At Leith Academy we are hoping/planning to use the Maddie Online series with our S1 & S2 students. We are planning to focus on Maddie 2”
Leith Academy

“I have no doubt it will help many children and schools!”
“it certainly would be of interest. We would be looking at it from the point of view of migrant and refugee families. English as an Additional language and potential language barriers are one consideration but there could also be cultural differences at play too”.
Aberdeenshire EAL service

“We have been in discussions with our school librarians and other staff about how to improve elements of digital literacy teaching - including misinformation, copyright and online safety – so this comes at just the right time for us in SLC”
South Lanarkshire Council

“I am loving what you are doing with the Maddie is Online resources. I’ve popped a few feelers out to relevant members of staff this morning”
Aberdeen City Council

“We’re ready to launch Maddy is Online on the w/b 13 September”.
Ellon Academy

**Schools:**

- 6 schools S1 East Renfrewshire
- S1 at Broughton High in Edinburgh.
- S1 Ellon Academy
- S1 Cults Academy Aberdeen
- P5 St Serf’s Airdrie
SOME FEEDBACK (PRE-VIEW OF SERIES 3)

- “I’m very much interested in creative ways to getting my students informed about different aspects of online activity and the 'Maddie is online' series seems to be a great way to do that.

- “I am interested in using it in my school as part of Information Literacy lessons”.

- “Have been looking at the series 1 episodes which were impressive and watched some of series 2. Liked what I saw and wanted to see how copyright would be approached - loved it!! Better than I had imagined it would be”.

- “It’s appealing to the kids because it’s animated and the real voice-overs make it more real and relatable”.

- “I like that it is in cartoon format, and it’s quirky and different. I think it’s good that children do some of the voices.

- “Cartoon/animation world will have strong appeal to majority of young people. It fills a massive gap in teaching information skills - which is requiring a big shift to digital literacy”

- “Getting broad principles across; value of Creative Commons”
INTRODUCING OUR STUDENT INTERNS (SERIES 3)

Emma Grey: RGU Information and Library Science Student and Intern (Series 3)

Niall MacDonald: RGU Information and Library Science Student and Intern (Series 3)
RESOURCES OVERVIEW (NIALL)

**EPISODE 7: LESSON PLAN**

*Maddie’s Evidence*

7:19 minutes

**EPISODE DESCRIPTION**

It’s now Maddie’s turn to take to the stand under the watchful eye of judge Isaac. Claiming ignorance and being unaware of the Creative Commons book, Maddie calls Pinochu to the stand to give evidence on her behalf. Pinochu begins to detail the purpose of the Creative Commons book, sharing some of the symbols used in the resource and outlining what they mean in a copyright context. Pinochu then begins to examine the concepts of copyright and how they relate to music, playing a popular song to the crowd, reinforcing how these can be copyrighted and the notion of public domain.

**CONCEPTS EXPLORED**

- Creative Commons, sound recording rights, public domain, accreditation, licensing

**LEARNING OUTCOMES**

- To demonstrate the importance of Creative Commons
- To raise understanding in the applicability of copyright as it relates to music and the repurposing of songs
- To raise awareness of the public domain in terms of how this can be utilised when posting content to social media and websites
- To highlight the importance of correctly crediting music

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**IDEAS FOR EDUCATORS**

Social marketing expert Shannon Cox has compiled a comprehensive guide to YouTube copyright. This list is useful for anyone interested in uploading videos to YouTube and outlines subjects such as “What YouTube considers fair use, types of content that meet fair use and what to do when you get a YouTube copyright strike.”


*Fair UseTube* is another useful tool for determining if your video is in line with copyright guidelines.

[http://fairusetube.org/guide-to-youtube-removes/5-docs-to-help-if-video-is-fair-use](http://fairusetube.org/guide-to-youtube-removes/5-docs-to-help-if-video-is-fair-use)

There has been a number of high case music infringement stories that could be explored in place of the ones listed in the extension lesson activity. Several of these cases are listed in the following section and include potential areas of debate that could inspire different listening activities for the classroom.

If educators are interested in keeping up-to-date with the developments of music copyright law, there are a number of resources that aim to educate in addition to provoking different ways of thinking regarding artists and copyright. This article from ASCAP outlines the top 5 places to keep up the conversation surrounding copyright:

EXTENSION ACTIVITY 1
Copyright Knights and Plagiarism Pirates
This resource, from ALCS, encourages children to think about what copyright is and why it is important. It also addresses plagiarism and explains why it is wrong. It contains several fun activities including:

Word Search — Explain the meaning of the words before asking the pupils to find them all. Once they’ve found them, ask the class if they can remember what they mean.

Walk the Plank — A physical game which requires a gym mat. Read out the sentences and get the pupils to decide whether they are plagiarism or not. Reward correct answers/walk the plank (gym mat) for incorrect answers.

Copyright Knight vs Plagiarism Pirates — Split the class into two groups. Knights write a code of copyright conduct while pirates write a song about plagiarism and its consequences. Shield and scroll templates are provided.

EXTENSION ACTIVITY 2
WHAT THE DICKENS?
https://www.alcs.co.uk/copyright-education
This ALCS resource aims to help pupils understand copyright abuse and plagiarism through the work of Charles Dickens. The outcomes are an understanding of the need to respect the works of other people and the consequences of copyright abuse.
There are 6 lesson plans (these don’t need to be completed sequentially), a pupil activity sheet and 3 videos.

EXTENSION ACTIVITY 3
A Creator’s Rights and Responsibilities
https://www.commonsense.org/education/uk/digital-citizenship/lesson/e-creators/rights-and-responsibilities
Please note: This requires an account to access but sign up is free.

If there is time: Before this lesson plan, get pupils to play the Mix-a-Mash game in the Digital Passport. This will provide a good introduction to the ideas covered in the lesson.
https://www.commonsense.org/education/digital-passport
This Common Sense Education lesson plan aims to help pupils understand the responsibilities they have when using images they find online. It covers definitions of copyright, intellectual property, plagiarism, attribution and license. It includes slides, handouts (pupil and teacher versions), a quiz, and take-home activities.

If there is time: After this lesson, ask the pupils to visit Photos for Class:
https://www.photosforclass.com
Get them to search for a Creative Commons photo. Ask them to download a photo of their choice and check the attribution URL. Then ask them to look up that URL to check what type of copyright the image has.
CILIP InfoLit Group - Apr 7

Recommended read from @Dinamartz on the 'Maddie is Online' project: A video cartoon open-access resource on information and digital literacy available for schools. ciplis.org.uk/librariesarees... infoLit

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SUC @SUC1991 - Feb 19

Replying to @Oamartz @MaddiesOnline and 2 others

A great project here and so much potential! You can find out more about the individual projects here.

#LibrariesAreEssentialTo Young People's Digital Lit... by Dr Konstantina Martzoukou, Teaching Excellence Fellow at Robert Gordon University. Maddie is... ciplis.org.uk

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You Retweeted

CILIPScotland @CILIPScotland - Apr 7

There is now a unique opportunity for librarians, working in both school & public contexts, to be at the forefront of information literacy.' @Dinamartz shares why #LibrariesAreEssential to young people’s digital literacy and how @MaddiesOnline can help ciplis.org.uk/librariesarees...

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CILIPS Scotland's Library and Information Professionals

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CILIPSScotland @CILIPScotland - Mar 22

Have you met Maddie? Pop along next week to discover this colourful, creative resource from @OneLHmindspots & @Dinamartz designed to support young people with digital literacy. Need online advice, kids? You can't beat a super-cool librarian with pink hair! eventbrite.co.uk/e/maddie-is-on...

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Woodburn High School @WoodburnHigh - 21h

Very pleased to have Dr @Dinamartz delivering the very enthusiastic S1 class this morning.

Gratitude goes to Ms Brogan and the Woodburn Social Sciences for hosting the online safety delivery. @SUC1991 @DigischoolsERC @MaddiesOnline @CILIPinfo

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Librarian @EastwoodLib1 - May 13

An excellent delivery from Dr @Dinamartz for online safety at @EastwoodHighERC Library. Many thanks to Ms Workman and her S1 for their positive engagement. @DigiSchoolsERC @SUC1991

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Dina Martzoukou @Oamartz - 21h

Thank you to Ms Brogan and Mr Panayiotakis for making this possible. What a lovely and lively class we had this morning! I really enjoyed playing @MaddiesOnline animation videos and co-presenting the activities with Mr Panayiotakis onlinel safety Awareness.
Librarians are essential! LibrariesAreEssential.

Many thanks to school librarian Christopher Halligan for organizing @MaddiesOnline delivery @StLukesHigh and to Ms Farrell for her help. We had a great time presenting with @Dinamarz @EastwoodHighERC @SLIC1991 @DigSchoolsERC.

Fantastic to see @MaddiesOnline planned for S1 at Broughton High in Edinburgh next session. We hope the board fills in with lots of thoughts and ideas, opening up the dialogue with young people about digital literacy and online connectivity!

Librarian @EastwoodLHS - May 19
Really enjoyed the visit to Mearns Castle and my first delivery of @Dinamarz @MaddiesOnline . Many thanks to the School Librarian Kirsty McEachern for all her help and the wonderful S1 students for their contributions @SLIC1991 @DigSchoolsERC @EastwoodHighERC @WoodfarmHigh.

We’re hoping to centre our S1 Literacy programme around @MaddiesOnline next session, but it’s never too soon to start making displays!

Woodfarm High School @WoodfarmHigh - Jun 7
Starting the new semester with the librarian’s new @MaddiesOnline presentation. Many thanks to Mrs Sannachan and her enthusiastic S1 for their contributions @Dinamarz @SLIC1991 @CLILinfo @DigSchoolsERC.

ICT Mrs F-St Serf’s Airdrie @MrsFStSerfs - Oct 4, 2019
Some Internet safety this week in @stserfs5 with maddiesonline. Lots of great, sensible suggestions to help us become responsible #digitalcitizens.
VISITS TO EAST RENFREWSHIRE SCHOOLS — ENGAGEMENT WITH CHILDREN

- Children evaluated the sessions
- Expressed feelings (positive & negative) around being connected online
- Identified preferred areas for further support

- Woodfarm High School
- Eastwood High School
- Barrhead High School
- Mearns Castle High School
- St Luke’s High School
- Williamwood High School

Series 1 ‘Online resilience’
Collected data from 239 children from 6 schools:

In the last month how did 'being online' make you feel?

Visits to Schools Summer 2021
Supported by the Scottish Library and Information Council - School Library Improvement Fund.

"Insecure. Sometimes it made me feel a bit sad because I saw really pretty girls with perfect figures and it makes me want to look like that."
DEMOGRAPHICS

What gender do you identify with?

- Female: 40.6%
- Male: 49.8%
- Other: 9.5%
- Feminine/Masculine/Other: 4.5%
- Non-Binary: 2.7%
- She/Her/Their: 1.9%
- Male/Le: 0.5%
- Her/They: 0.5%

What age are you?

- 18-24: 33.4%
- 25-34: 41.1%
- 35+: 25.5%

Do you have your own smartphone?

- Yes: 97.8%
- No: 2.2%
**DID YOU ENJOY THE SESSION TODAY?**

80.5% (n=190) of children enjoyed or enjoyed very much the session.

Only 13 children out of 239 did not enjoy very much or did not enjoy the session.

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**BEST PART**
- Watching the videos about ‘Maddie is Online’ was my favourite part.
- Watching how Maddie dealt with her problems
- I liked the videos and how the story played
- Watching how Maddie dealt with the comment
- The interactive worksheets
- Watching the videos
  - I liked the animations in the videos. The info was very useful.
  - Watching the videos and seeing what would happen
  - The videos were very informative
  - Showing how to deal with cyberbullying
  - The worksheets were good and interactive
  - Watching the video
  - I enjoyed the videos on what would happen if she used the different scenarios
  - Watching the videos
  - I most enjoyed getting to choose the scenario as to how she dealt with the comment
  - I liked watching the videos and choosing what she should do
  - Choosing the scenarios and deciding for ourselves
  - Getting to watch the solutions
  - I enjoyed the videos with all of the different scenarios
  - I liked watching the videos
  - The best part of this session was when we got to choose the scenarios and write about them

**WORST PART**
- When Maddie was cyberbullied
- I enjoyed it all. I don’t have a worst part
- There wasn’t one
- There were no bad parts of the lesson
- I already knew everything
- Writing what we thought was good or bad about being online
- When Maddie got cyberbullied
- Maddie she was obsessed with other people’s opinions
- When she unblocked the bully,
- When we watched scenario 5
- We didn’t see Maddie stopping the mean bully
- Watching the mum do nothing to help
- Writing so much
- Nothing, I enjoyed it all!
- Watching Maddie being upset
- I didn’t have a worst part
- Not knowing the answer
- That we didn’t find out the right solution
- When we had to do work
- Jasmine calling Maddie videos bad
On average each child selected more than two of the listed areas with a total of 511 instances.

15.9%, n=36 indicated that they are not interested in any of these themes.
WHOM WOULD YOU TALK TO IF YOU HAD WORRIES ABOUT THE ONLINE ENVIRONMENT?

- I would talk to my parent/guardians: n=145, 64%
- I would talk to my friends: n=142, 63%
- I would talk to my brother or sister: n=72, 32%
- I would talk to teacher: n=35, 16%
- I would talk to my librarian: n=14, 6%
- I would talk to nobody: n=32, 14%
CHILDREN’S REPORTED FEELINGS (CONNECTED ONLINE)

Distracted. Stay up too late. Not being able to sleep.

Sociable. I Socialise with pals. I feel connected with the world.

Dumb because I am not good with technology and so I can’t get into certain websites and my siblings and parents and friends can which is embarrassing.

Annoyed. last month I felt very annoyed due from lockdown, as we had to work online. Sometimes I won’t be able to get onto classes or my WIFI would be down.

Left out – because you could make friends online and you could leave your real friends out.

Worried about my school work and the things happening in the world.

Included, because I got to talk to my friends and see people that I wasn’t able to during lockdown.

Sociable. I play Minecraft and I have a lot of online friends.

Becoming addicted to my phone.

Distracted. Lonely. You can get made fun or sad.

Fun. It’s fun because I can run away from real life.

Happy, because after I’d finished school I could still talk to my friends and play games.

Included, because I can talk to my friends and catch up with them.

Socialising and learning new things online.

Proud, because I recently got 1000 followers on TikTok and I never thought that would happen.

Included, because I was doing my online work. Sometimes happy when I played games with my friends.
In the last month how did 'being online' make you feel?

"Included. Seeing other people online feeling a bit stressed or worried made me feel better because I know I’m not the only one feeling that way”.

"Left out. Some of my friends went out for lunch and posted it to Instagram and tagged me to make sure I saw it.”.

"Distracted. I am distracted because I am probably supposed to be doing my homework, cleaning my room, helping my sister etc., and I go on my phone and go on TikTok just to watch “100 TikToks”.

VISITS TO SCHOOLS SUMMER 2021
SUPPORTED BY THE SCOTTISH LIBRARY AND INFORMATION COUNCIL: SCHOOL LIBRARY IMPROVEMENT FUND.
@MaddiesOnline
In the last month how did 'being online' make you feel?

VISITS TO SCHOOLS
SUMMER 2021

SUPPORTED BY THE SCOTTISH LIBRARY AND INFORMATION COUNCIL - SCHOOL LIBRARY IMPROVEMENT FUND.

@MaddiesOnline

"Insecure. Sometimes it made me feel a bit sad because I saw really pretty girls with perfect figures and it makes me want to look like that."

"Distracted and worried because I found the constant notification stressful and when I wouldn’t got responses I would worry whether people were safe and okay."

In the last month how did 'being online' make you feel?

VISITS TO SCHOOLS
SUMMER 2021

SUPPORTED BY THE SCOTTISH LIBRARY AND INFORMATION COUNCIL - SCHOOL LIBRARY IMPROVEMENT FUND.

@MaddiesOnline

Nice to see you!
VOICE-OVERS (DATA)

SERIES 4 ‘ETHICS OF ONLINE SAFETY AND SECURITY’

Digital Literacy Scottish Curriculum for Excellence

The competition addresses ‘Experiences and Outcomes’ within the following ‘Digital Literacy’ Third Level Technologies curriculum organisers:

• Using digital products and services in a variety of contexts to achieve a purposeful outcome.

• Cyber resilience and internet safety.

• Awareness of technological developments (Past, Present and Future), including how they work.

• Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment.
SERIES 4 ‘ETHICS OF ONLINE SAFETY AND SECURITY’

THEME 1 - ONLINE DATA SECURITY
• setting up strong passwords
• protecting personal data/information online
• keeping devices up-to-date and backing up data

THEME 2 - THE INTERNET OF THINGS
• how different devices can collect and share data about people with or without their knowledge

THEME 3 - UNDERSTANDING ONLINE TERMS AND CONDITIONS
• making safe and age appropriate choices of online tools, apps and services
• browsing the Internet safely, e.g., online consent, understanding digital cookies

THEME 4 - IDENTIFYING ONLINE SCAMS/PHISHING AND FRAUDULENT WEBSITES AND DIGITAL MESSAGES
• how a device - computer, laptop, webcams, phones etc. can get hacked

THEME 5 - PRIVATE AND PERSONAL INFORMATION
• data handling and privacy
• online behaviours that may result in risk of harm to others
• private versus public ideas of personal data on social media
SERIES 4 ‘ETHICS OF ONLINE SAFETY AND SECURITY’
SERIES 4 ‘ETHICS OF ONLINE SAFETY AND SECURITY’
BRIDGE aims to foster information literacy in primary education. Our team is composed by 6 countries: Spain, Turkey, Italy, Finland, Greece and United Kingdom.

approximate middle primary school stage (aged 8-11 years)

- create a transnational cooperation network for the exchange of good practices and resources for the joint promotion of information and digital literacy (IL) as a way of underpinning education in equality values in primary schools.

- enable key actors to make better use of digital technologies, develop innovative teaching, training and learning methods, and have quality resources to develop activities.

- take advantage of the educational potential of children's literature (especially picture books) and transmedia to engage with students about equality, diversity and inclusiveness and global citizenship, and as a door to information and digital literacy activities that help to foster informed, enquiry-led learning and critical thinking.
MADDIE IS ONLINE

Blog: https://maddiesonline.blogspot.com/

Video Playlists bit.ly/2LwnE6T


