MARTZOUKOU, K. 2022. *Maddie is online: a creative learning path to digital literacy for young people*. Presented at the 2022 Library of the future conference, 25-26 August 2022, Odorheiu Secuiesc, Romania.

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

MARTZOUKOU, K.

2022

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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?'

- Video introduction
- Project featured in CLA Schools blog
- CILIPS Campaign: #LibrariesAreEssential to Young People's Digital Literacy
- CILIPS Blog
- SLIC Blog

- **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.

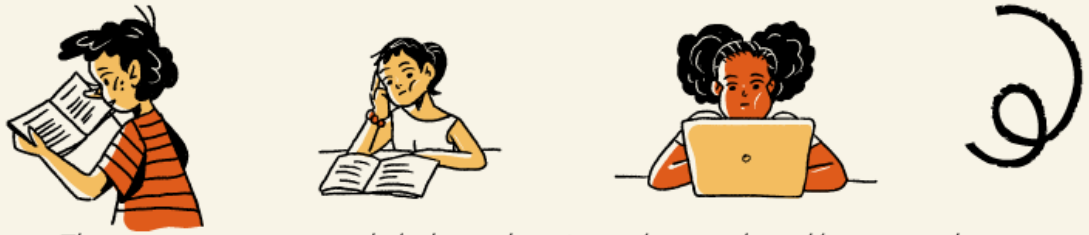
- **Dispel negative perceptions** about the dangers **of digital connectivity** and focus on positive skills development and dialogue.

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)

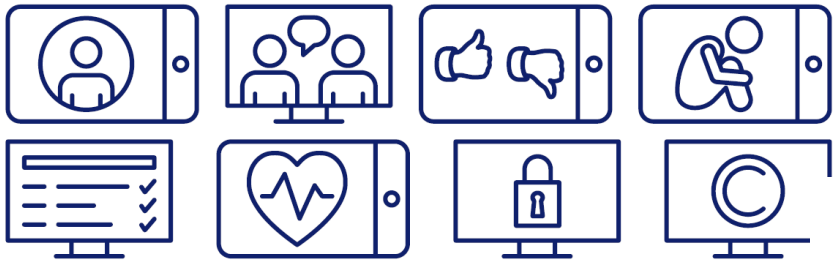
One in ten 12-15s have 'gone live' by sharing a video using live streaming services such as Facebook Live, Snapchat's Live Stories or Instagram Live. (Ofcom, 2029)

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

Start here >

Education for a Connected World

A framework to equip children and young people for digital life



UKCCIS
UK COUNCIL FOR CHILD INTERNET SAFETY

https://lnkd.in/dQVirEQ

U.K. Council For child internet safety

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 crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

MADDIE IS ONLINE - SERIES 1 ONLINE RESILIENCE/SAFETY

Maddie is Online - Introduction

Maddie is Online - Scenario 1 Ignore the message

Maddie is Online - Scenario 2 Confront the Child

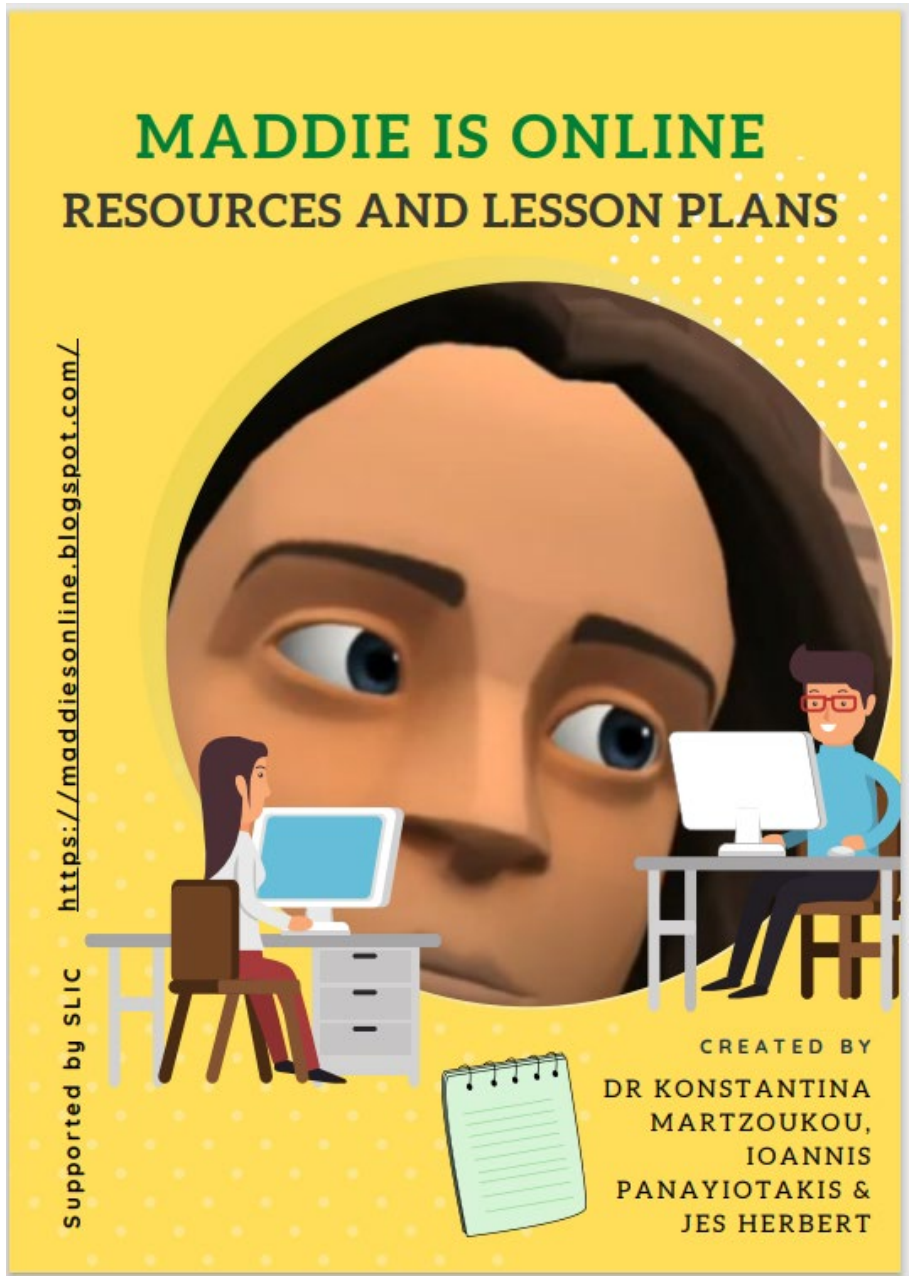
Maddie is Online - Scenario 3 - Go to mum and ask her what to do

Maddie is Online - Scenario 4 Give the phone to mum

Maddie is Online - Scenario 5 Go to mum and ask her to speak to the child

Maddie is Online - Scenario 6 Unfriend and block the child

https://maddiesonline.blogspot.com/

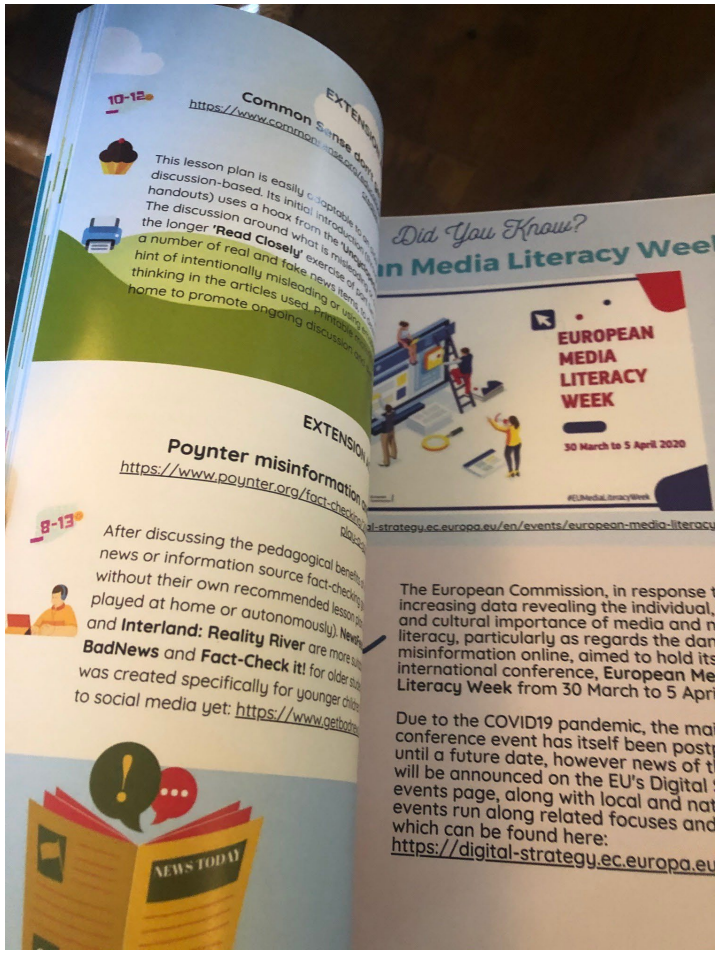


https://www.slideshare.net/martzoukou/maddie-is-online-series-1-booklet-with-resources-244677681

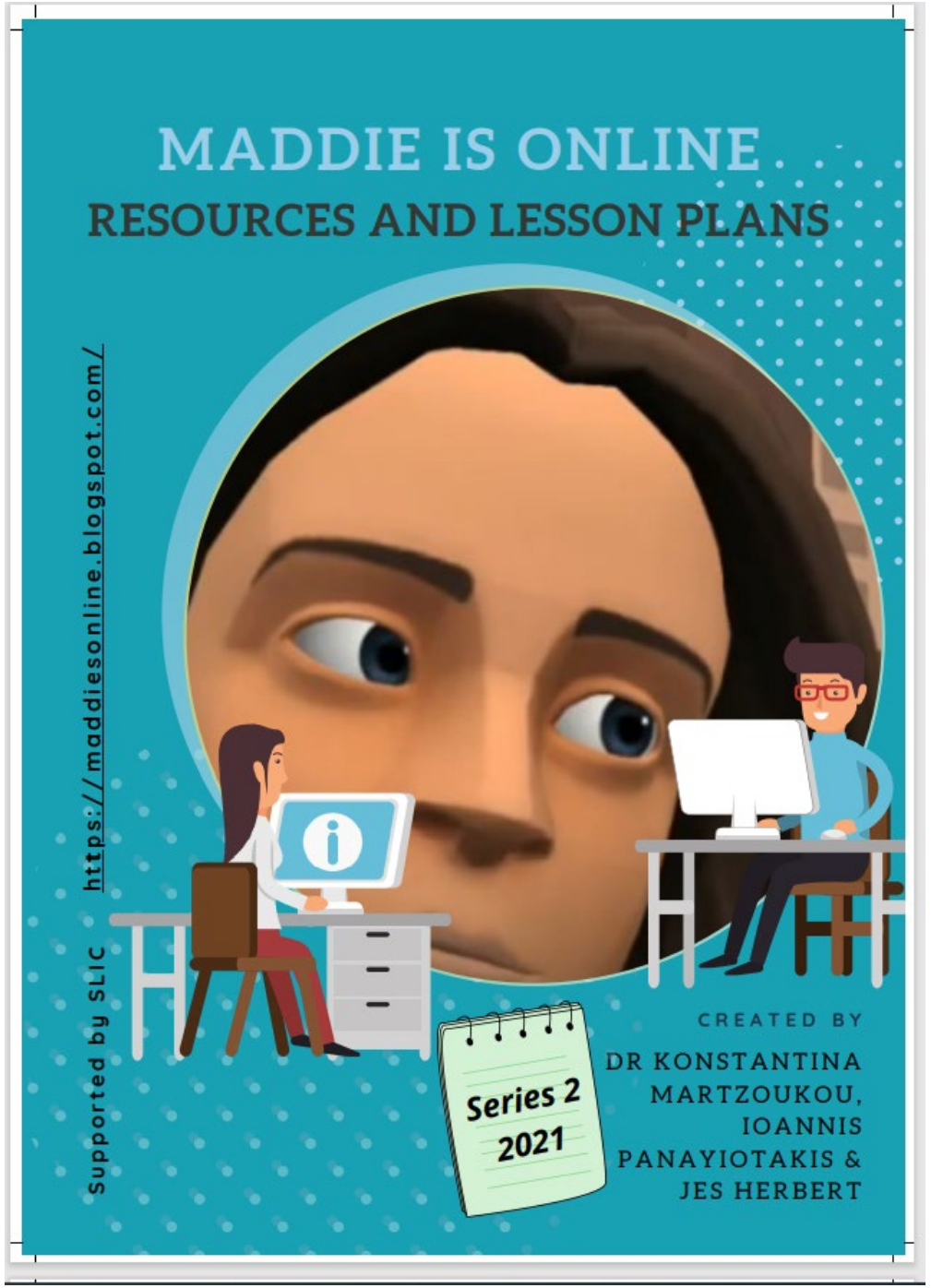
SERIES 2 ON MISINFORMATION

https://maddiesonline.blogspot.com/

SERIES 2 BOOKLET



https://www.slideshare.net/martzoukou/maddie-is-online-series-2-misinformation-booklet-updated



SERIES 3: COPYRIGHT

MADDIE IS ONLINE – SOME OF THE VOICE-ACTORS

Miss Mason
(series 2 & 3)

Judge Isaias & 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)

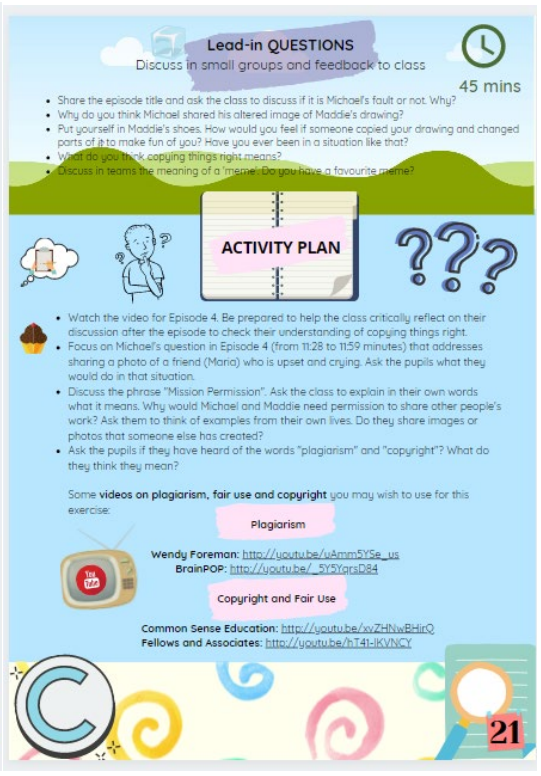
Professor Charles Oppenheim
(used a real gavel while recording his role!)

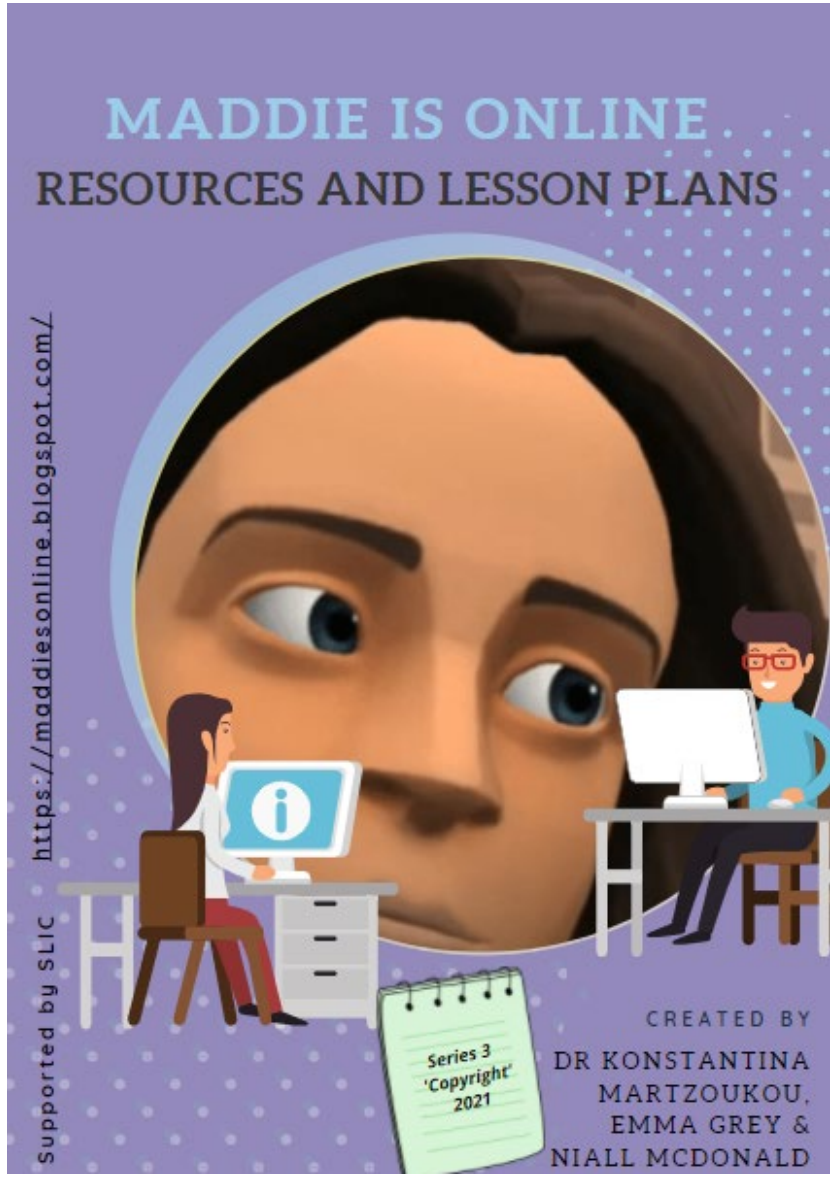
Dalia Garcia

Dr Alan MacLennan

Fionnuala Cousins

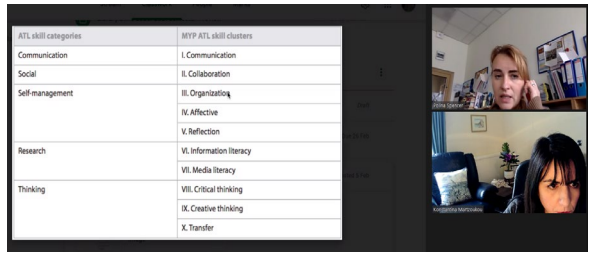
SERIES 3 COPYRIGHT BOOKLET





https://www.slideshare.net/martzoukou/maddie-is-online-series-3-copyright-resources-toolkit

VALUE



Schools:

- 6 schools S1 East Renfrewshire
- S1 at Broughton High in Edinburgh.
- S1 Ellon Academy
- S1 Cults Academy Aberdeenshire
- P5 St Serf's Airdrie

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

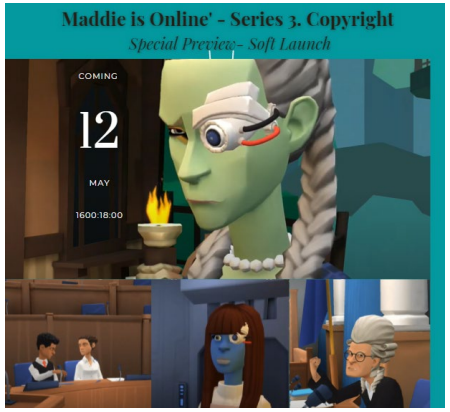
"I have no doubt it will help many children and schools!"
"it certainly would be of interest. We would be looking at it from the point of view of migrant and refugee families. English as an Additional language and potential language barriers are one consideration but there could also be cultural differences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

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

7:48 minutes
https://youtu.be/c-ALFDvuPpk

EPISODE DESCRIPTION

It's now Maddie's turn to take to the stand under the watchful eye of judge Isiac. Claiming ignorance and being unaware of the Creative Commons book, Maddie calls Pinachu to the stand to give evidence on her behalf. Pinachu 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. Pinachu 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 it 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.'

https://filmora.wondershare.com/youtube/ultimate-guide-to-youtube-copyright.html

Fair Use Tube is another useful tool for determining if your video is in line with copyright guidelines

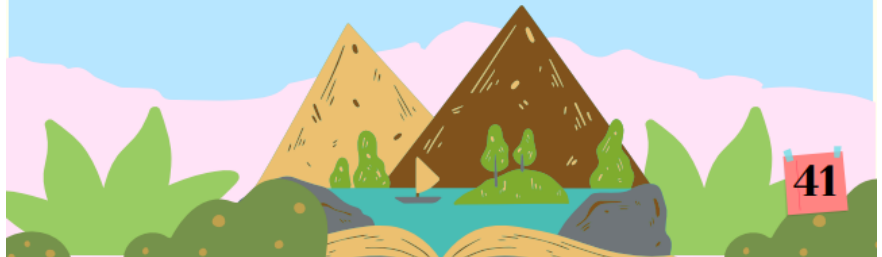
http://fairusetube.org/guide-to-youtube-removals/3-deciding-if-video-is-fair-use

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:

ascap

https://www.ascap.com/help/music-business-101/five-essential-music-copyright-resources-on-the-web



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RESOURCES OVERVIEW (EMMA)

EXTENSION ACTIVITY 1

Copyright Knights and Plagiarism Pirates

7-11

https://d16dqzv7qy57st.cloudfront.net/uploads/2016/05/Copyright-Knights-and-Plagiarism-Pirates-Teaching-resource-WEBSITE-FINAL.pdf

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?

Authors' Licensing and Collecting Society

https://www.alcs.co.uk/copyright-education

60 mins

9-14

This **ALCS** resource aims to help pupils understand copyright abuse and plagiarism through the work of Charlies 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 lessons plans (these don't need to be completed sequentially), a pupil activity sheet and 3 videos.

23

9-10

EXTENSION ACTIVITY 3

45 mins

A Creator's Rights and Responsibilities

https://www.commonsense.org/education/uk/digital-citizenship/lesson/a-creators-rights-and-responsibilities

common sense education

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-n-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 properly, plagiarism, attribute 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.

24

CILIP InfoLit Group @infolitgroup · 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: cilips.org.uk/librariesarees... #infolit

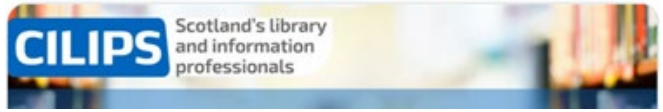
> #LibrariesAreEssential to Young People's Digital Lit...
> by Dr Konstantina Martzoukou, Teaching Excellence Fellow at Robert Gordon University 'Maddie is ...
> cilips.org.uk

5 6

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! cilips.org.uk/librariesarees...



SLIC @SLIC1991 · Feb 19

Replying to @Dinamartz @MaddiesOnline and 2 others

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

SLIF Awards 2020
scottishlibraries.org

FutureScot @FutureScot_News · Apr 29

A new web series 'Maddie is Online' will teach Scottish children growing up on the internet about digital literacy and online safety. The project has been awarded almost £10,000 by the School Library Improvement Fund. 💻⬇️

Web series launched to support children 'growing up online' to naviga...
'Maddie is online' web series is one of just 12 project to receive funding
futurescot.com

CILIPScotland @CILIPScotland · Mar 22

Have you met Maddie? Pop along next week to discover this colourful, creative resource from @OneHEmindsets & @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...

9 13

Woodfarm High School @WoodfarmHigh · 21h

Very pleased to have Dr @Dinamartz delivering to a very enthusiastic S1 class this morning.
Gratitude is due to Ms Brogan and the Woodfarm Social Sciences for hosting the online safety delivery. @SLIC1991 @DigiSchoolsERC @MaddiesOnline @CILIPinfo

1 1 14

Dina Martzoukou @Dinamartz · 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 #online #safety #resilience

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 @SLIC1991

5 14

Maddie is Online Retweeted

ICT Mrs F- St. Serf's Airdrie @MrsF_StSerfs · Oct 4, 2019

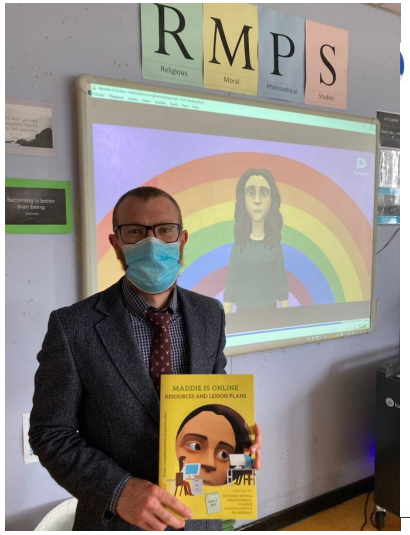
Some internet safety this week in @stserfs5 with #maddieisonline. Lots of great, sensible suggestions to help us become responsible #digitalcitizens

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!

BRO_Library @BRO_Library · Jun 24

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

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 @Dinamartz @EastwoodHighERC @SLIC1991 @DigiSchoolsERC

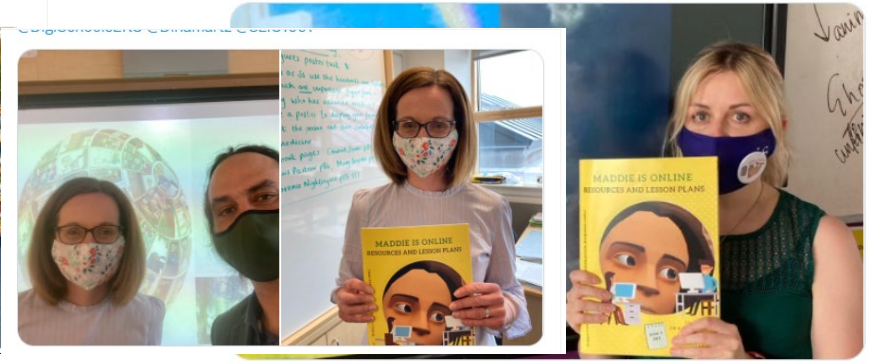


Librarian @EastwoodLib1 · May 19

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

Woodfarm High School @WoodfarmHigh · Jun 7

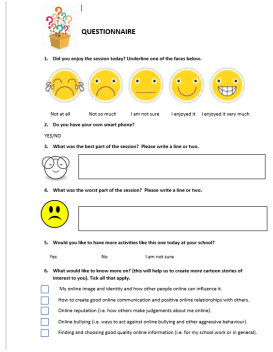
Starting the new semester with the librarian's new @MaddiesOnline presentation. Many thanks to Mrs Sannachan and her enthusiastic S1 for their contributions! @Dinamartz @SLIC1991 @CILIPinfo @DigiSchoolsERC



VISITS TO EAST RENFREWSHIRE SCHOOLS – ENGAGEMENT WITH CHILDREN

- **Series 1 'Online resilience'**
- Collected data from **239 children** from 6 schools:
  - Woodfarm High School
  - Eastwood High School
  - Barrhead High School
  - Mearns Castle High School
  - St Luke's High School
  - Williamwood High School

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


QUESTIONNAIRE

1. Did you enjoy the session today? Underline one of the faces below.

Not at all | Not so much | I am not sure | I enjoyed it | I enjoyed it very much

2. Do you have your own smart phone?

YES/NO

3. What was the best part of the session? Please write a line or two.

4. What was the worst part of the session? Please write a line or two.

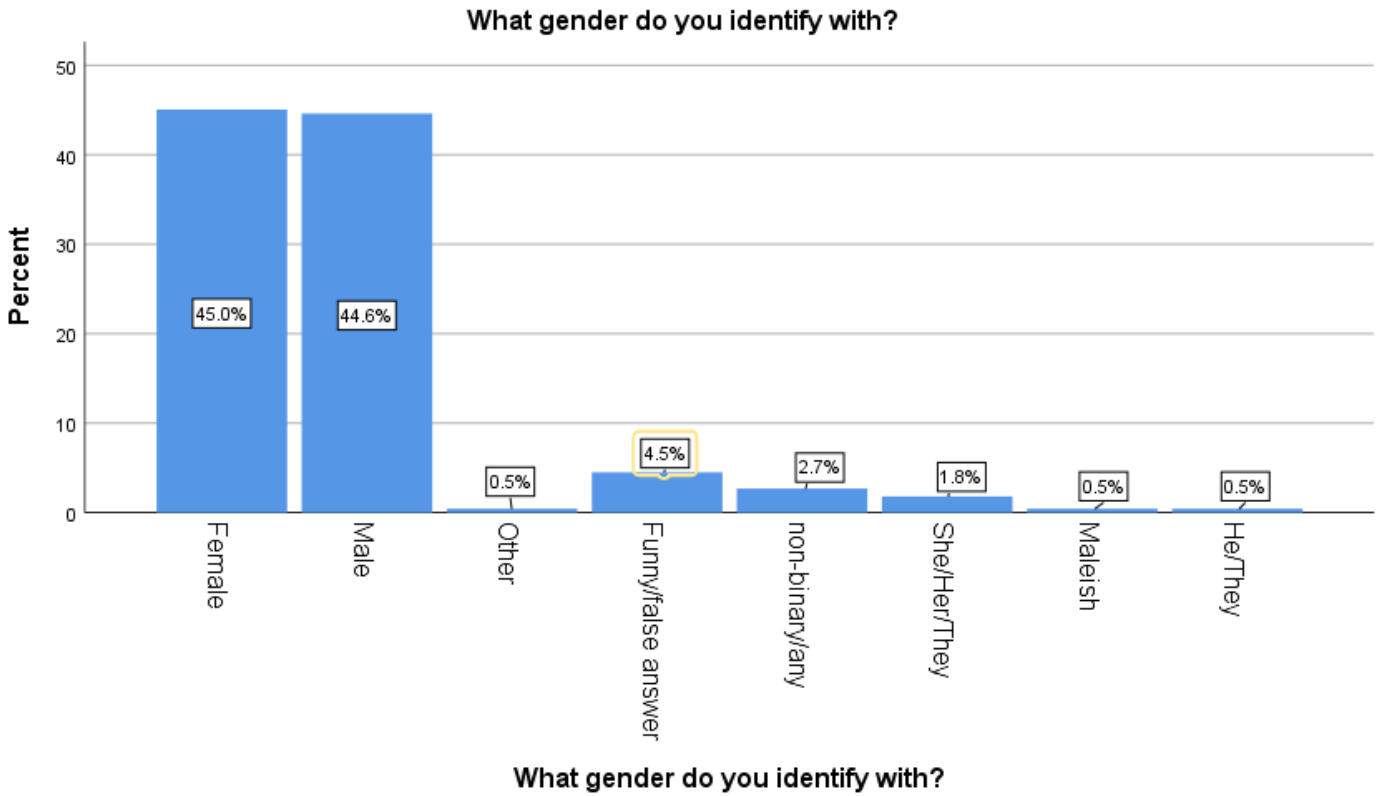
5. Would you like to have more activities like this one today at your school?

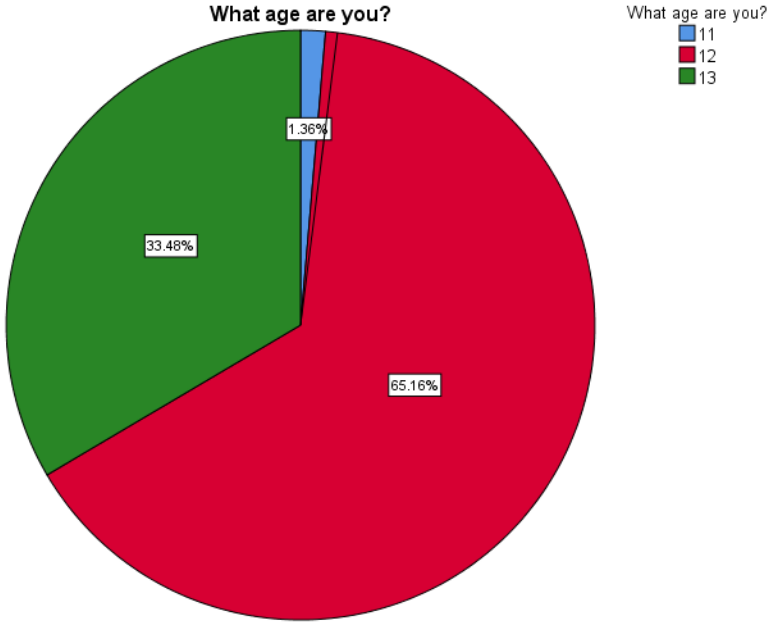
Yes | No | I am not sure

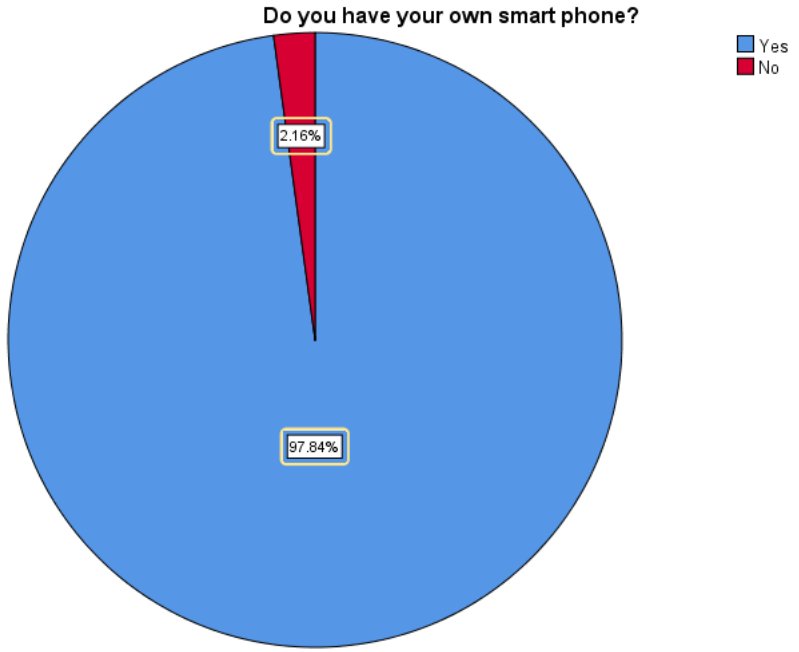
6. What would like to know more on? (this will help us to create more cartoon stories of interest to you). Tick all that apply.

- My online image and identity and how other people online can influence it.
- How to create good online communication and positive online relationships with others.
- Online reputation (i.e. how others make judgements about me online).
- Online bullying (i.e. ways to act against online bullying and other aggressive behaviour).
- Finding and choosing good quality online information (i.e. for my school work or in general).

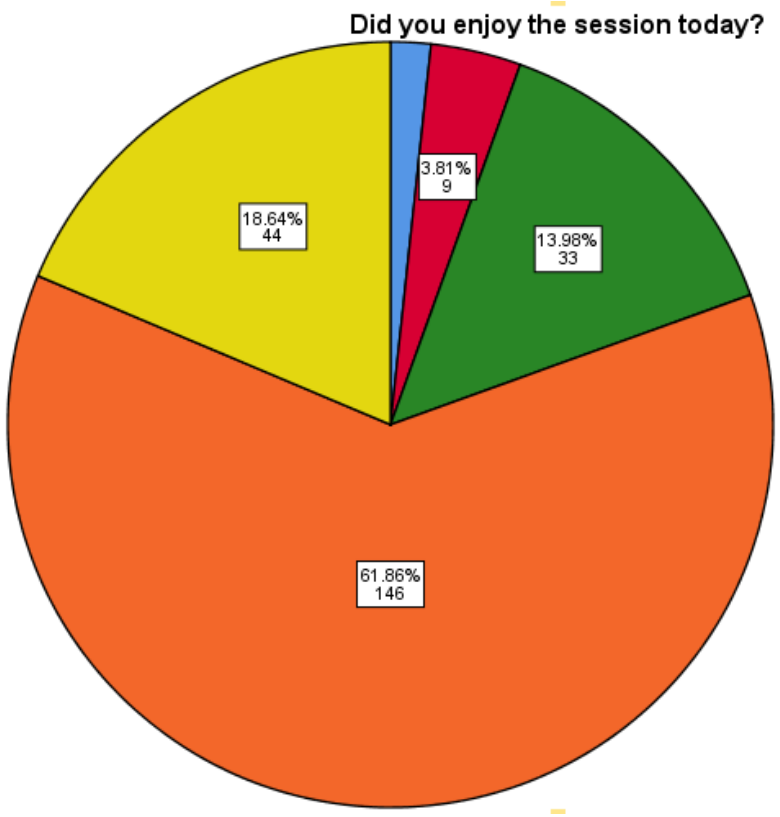
DEMOGRAPHICS







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

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

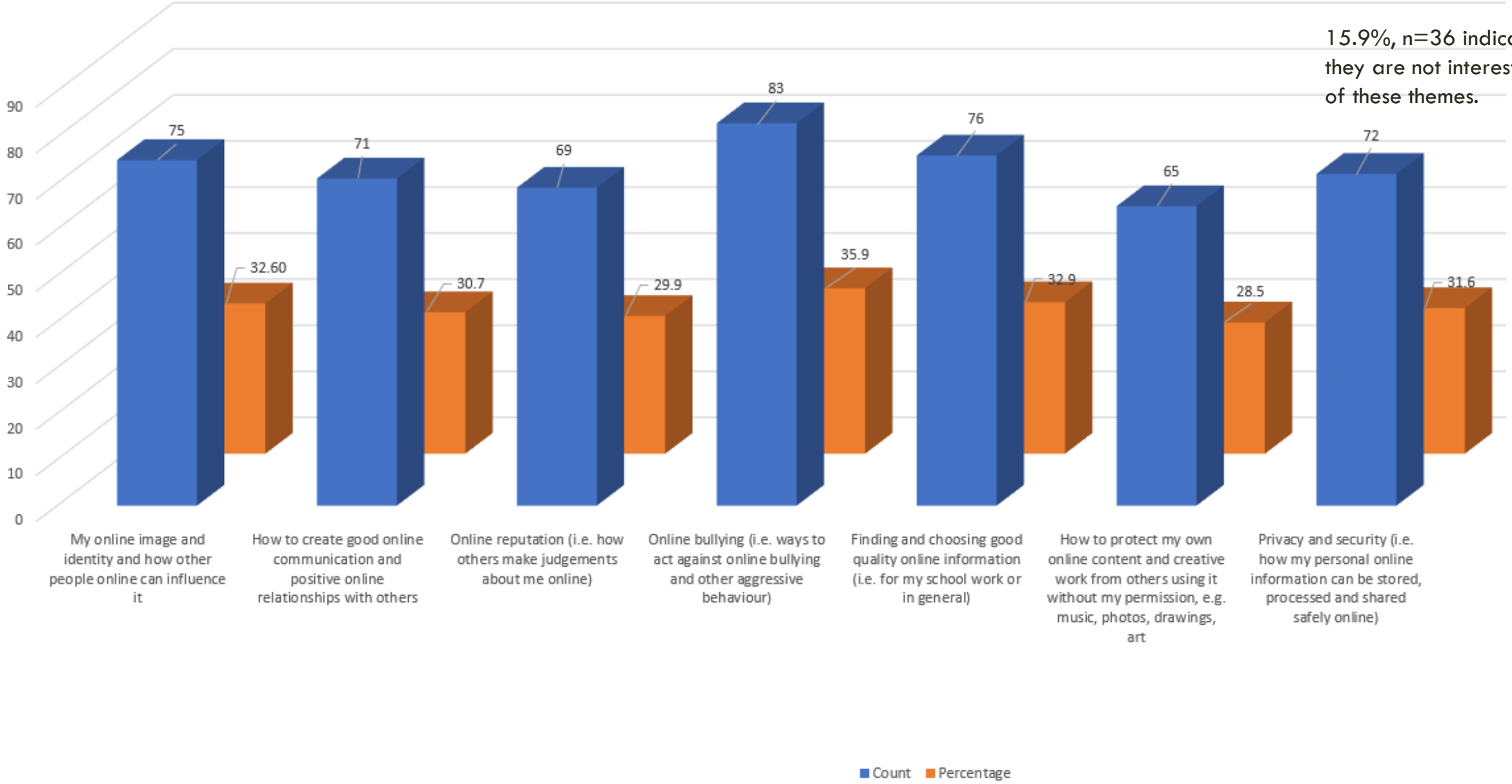
WORST PART

- 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

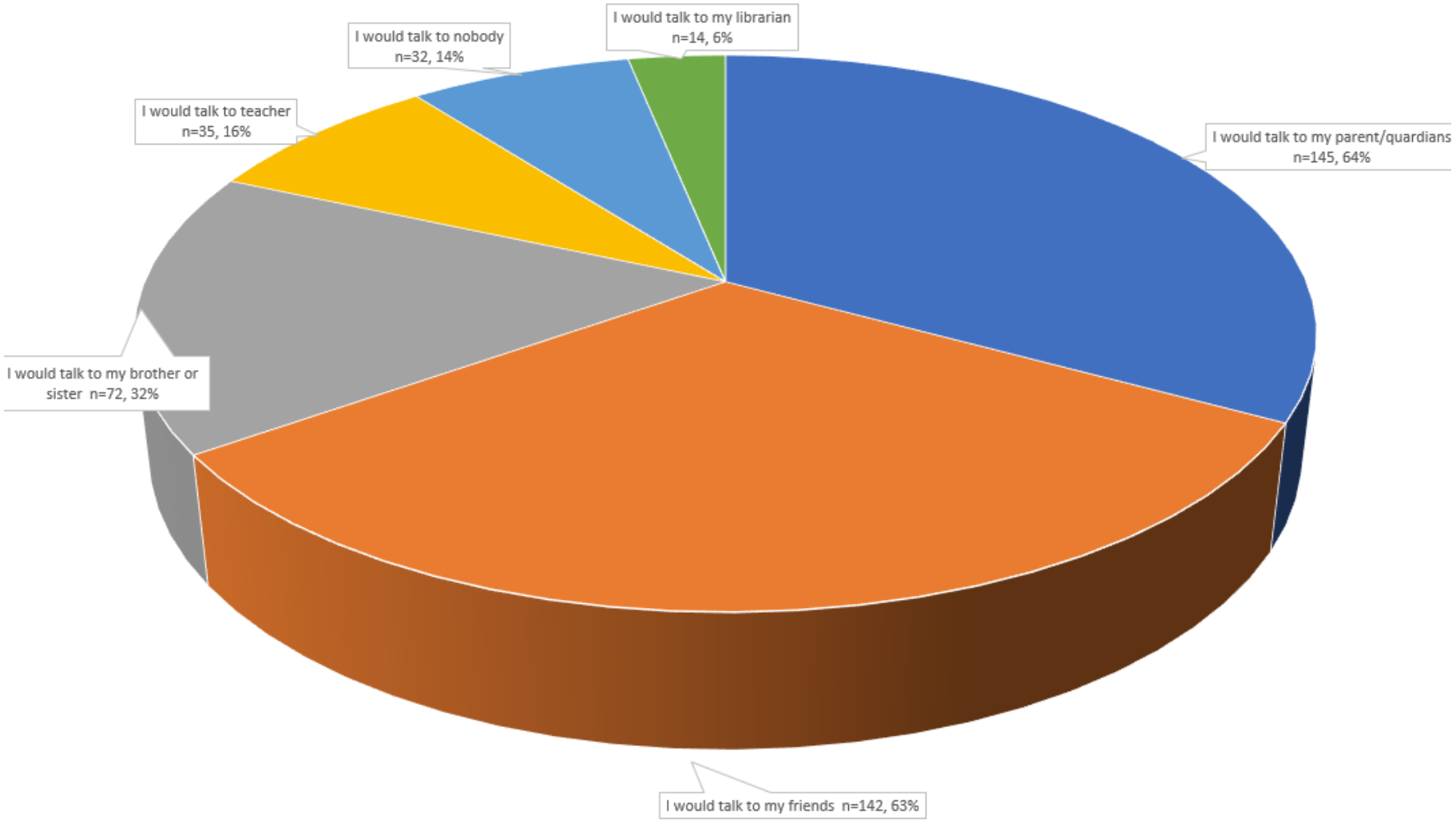
WHAT WOULD YOU LIKE TO KNOW MORE ON?

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?



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.

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.

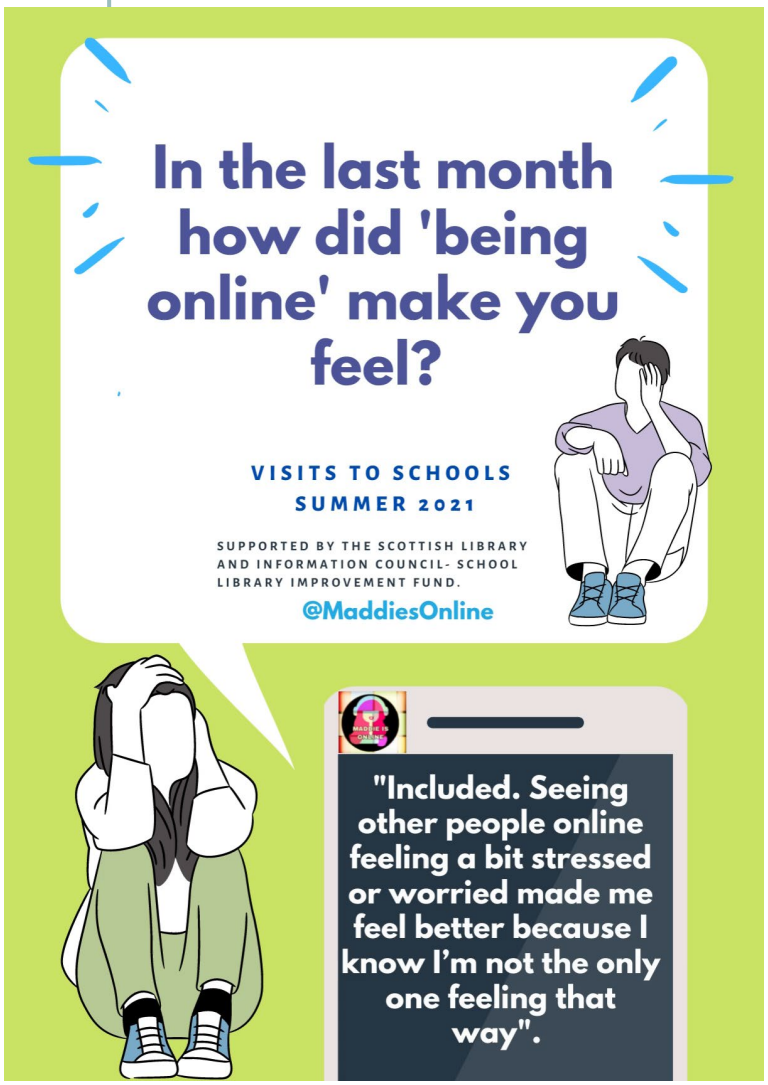
Proud, because I recently got 1000 followers on TikTok and I never thought that would happen.

Included, because I 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.

Smart – because I was doing my online work. Sometimes happy when I played games with my friends.

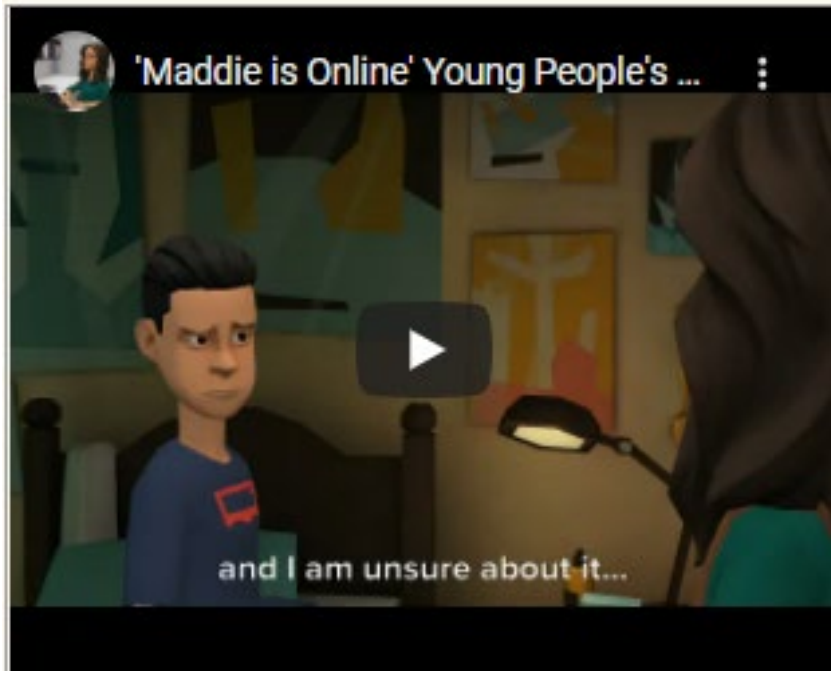
CILIPS SOCIAL MEDIA TAKE OVER



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"

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!
"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"

VOICE-OVERS (DATA)



https://bit.ly/3ptjUql

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.

Scottish Government
Riaghaltas na h-Alba
gov.scot

SERIES 4 'ETHICS OF ONLINE SAFETY AND SECURITY'

Supported by digitalXtra fund

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

'Maddie is Online': a creative learning path to ethics of online safety and security for young people

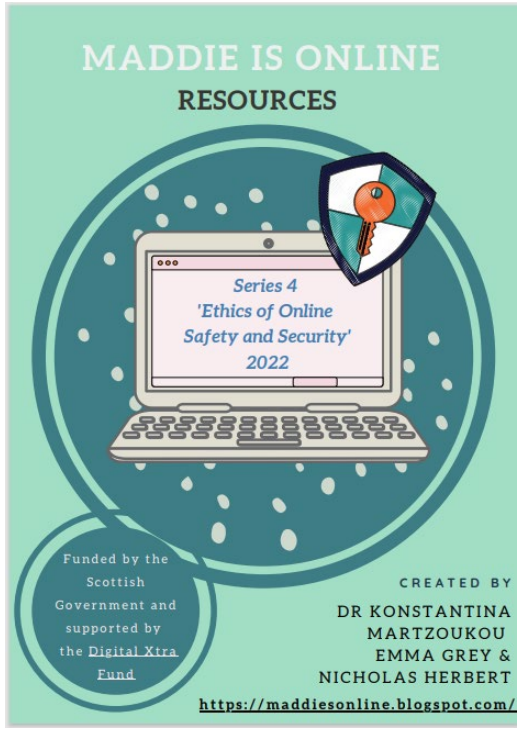
THEME 4 - IDENTIFYING ONLINE SCAMS/PHISHING AND FRAUDULENT WEBSITES AND DIGITAL MESSAGES

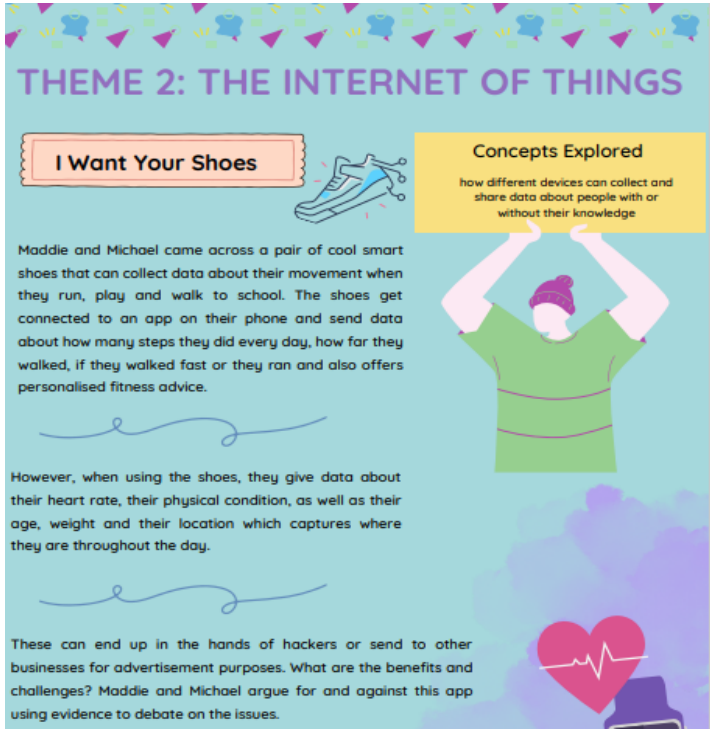
- how a device - computer, laptop, webcams, phones etc. can get hacked

THEME 5 - PRIVATE AND PERSONAL INFORMATION

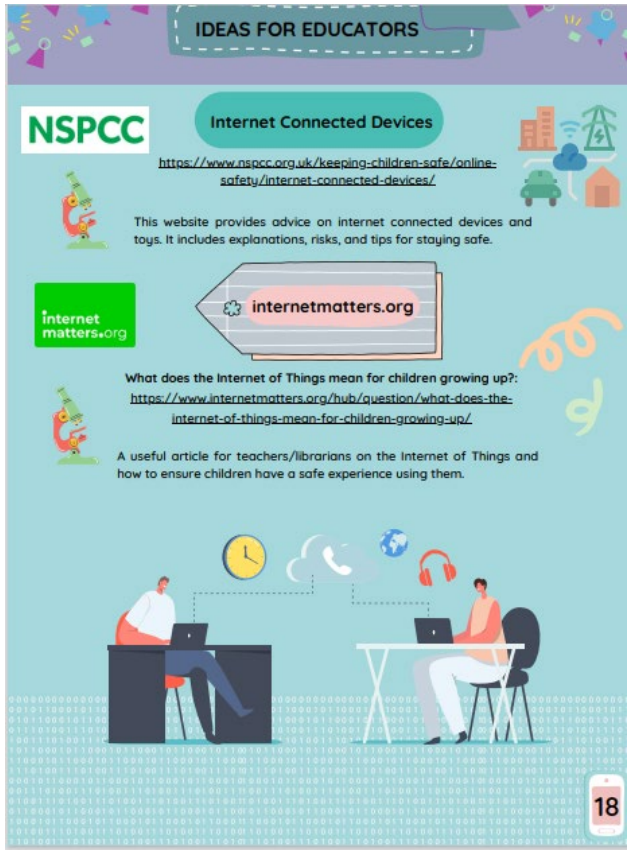
- data handling and privacy
- online behaviours that may result in risk of harm to others
- private versus public ideas of personal data on social media

SERIES 4 ‘ETHICS OF ONLINE SAFETY AND SECURITY’





SERIES 4 ‘ETHICS OF ONLINE SAFETY AND SECURITY’



BRIDGE | INFORMATION AND DIGITAL LITERACY AT SCHOOL

INFORMATION AND DIGITAL LITERACY AT SCHOOL. A BRIDGE TO SUPPORT CRITICAL THINKING AND EQUALITY VALUES FOR PRIMARY EDUCATION USING CHILDREN'S LITERATURE AND TRANSMEDIA

PROJECT CODE: 2021-1-ES01-KA220-SCH-000032527

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.

Universitat Jaume I (Spain), Hacettepe Universitesi and Cankaya Universitesi Vakfi (Turkey), Università degli Studi di Genova (Italy), Oulun Yliopisto (Finland), Ionian University (Greece), InformAll (United Kingdom) and SP4IL (United Kingdom).

MADDIE IS ONLINE

Blog:
https://maddieonline.blogspot.com/

Video Playlists
bit.ly/2LwnE6T

A cartoon-based resource for schools

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