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# Maddie is online: the ethics of online safety and security: an innovative co-creation cartoon story-telling project with schools.

MARTZOUKOU, K.

2024

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## **‘Maddie is Online’: The ethics of online safety and security. An innovative co-creation cartoon storytelling project with schools**

Konstantina Martzoukou

[‘Maddie is online’](#) is an innovative educational project that uses creative storytelling to produce learning and teaching material for everyone involved the education, support and safeguarding of children (aged 9-13 years old). It focuses on the development of online information, digital and media literacy skills through digital cartoon animated stories, drawing attention to critical issues of online connectivity, in a way that is fun and engaging and linking to children’s and young peoples’ own online experiences within everyday life. At the heart of the project is co-creation, via active learner involvement, working closely with young people and engaging them in critical dialogue. This approach invites learners’ perspectives, motivates dialogue, and enhances learners’ feelings of engagement with the topics explored, as well as creates a sense of ownership and student empowerment (Cook-Sather et al., 2014). It also supports learners’ belongingness (Bovill, 2017) and an inclusive approach to engaging with the student voice, empowering learners’ agency. The participatory design and collective learning approach helps learners to identify digital skills areas of importance to them, based on their own learning trajectories and creates the foundations for fostering the importance of critical reflection.

Currently, there are four series in the project, online resilience misinformation, copyright, and the ethics of online safety and security (Martzoukou et al, 2023). This paper offers an overview of Series 4, funded by the Scottish Government (and supported by Digital Xtra Fund). The project engaged 8 teachers and 49 pupils (12 and 13-year-olds) who produced stories and animated cartoon video teaching resources on the theme, following the Scottish Government (2021; 2022) Ethical Digital Nation strategy. Series four included five themes: ‘Online Behaviours’, ‘The Internet of Things’, ‘Online Terms and Conditions’, ‘Identifying Phishing and Scams’ and ‘Private and Personal Information’.

The project initially sought creative student teams (third level - S1 and S2) from schools across Scotland to write a short story of around 500 words on one of the above themes. Young people who participated in this project examined aspects of users, privacy and choice which are three of the “Pillars of Trust” for the Scottish Government as part of growing up as a ‘Ethical Digital Nation’ (Scottish Government, 2022). Online ethics in our project was concerned with behaviour, activities and decisions related to the digital world, when collecting, storing, publishing, communicating, using and sharing information. A total of twenty-five stories were submitted, and five stories were short-listed with the purpose of converting them into cartoon animated educational videos, co-produced with the teams of young people. The animated stories were included into an educational toolkit which addresses the ethics of online safety and security and includes ‘Lead in Questions’, an ‘Activity Plan’, ‘Ideas for Educators’ and ‘Did you Know’ sections, where learning outcomes, activities, and learning resources are introduced. The final project outcomes are freely available via ‘Maddie is Online’ bookshelf. The project also offered six online safety and security workshops and two career talks on online gaming and ethical hacking with total engagement of 502 national and international participants.

### **References**

- Bovill, C. 2017. A framework to explore roles within student-staff partnerships in higher education: which students are partners, when and in what ways? *International Journal for Students as Partners*. 1(1), pp. 1-5.
- Cook-Sather, A., Bovill, C., Felten, P. 2014. *Engaging Students as Partners in Teaching and Learning: A Guide for Faculty*. San Francisco: Jossey-Bass.

'Maddie is Online' Project Blog: <https://maddiesonline.blogspot.com/>

'Maddie is Online' Bookshelf. <https://online.visual-paradigm.com/community/bookshelf/default-144411ntn9>

Martzoukou, K., Panayiotakis, I., Herbert, N., Grey, E. & MacDonald, N.2023. 'Maddie is Online': A Creative Learning Path to Digital Literacy for Young People. *Computers in the Schools*.  
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<https://www.gov.scot/publications/a-changing-nation-how-scotland-will-thrive-in-a-digital-world/pages/an-ethical-digital-nation/>

Keywords: online ethics; schools; co-creation



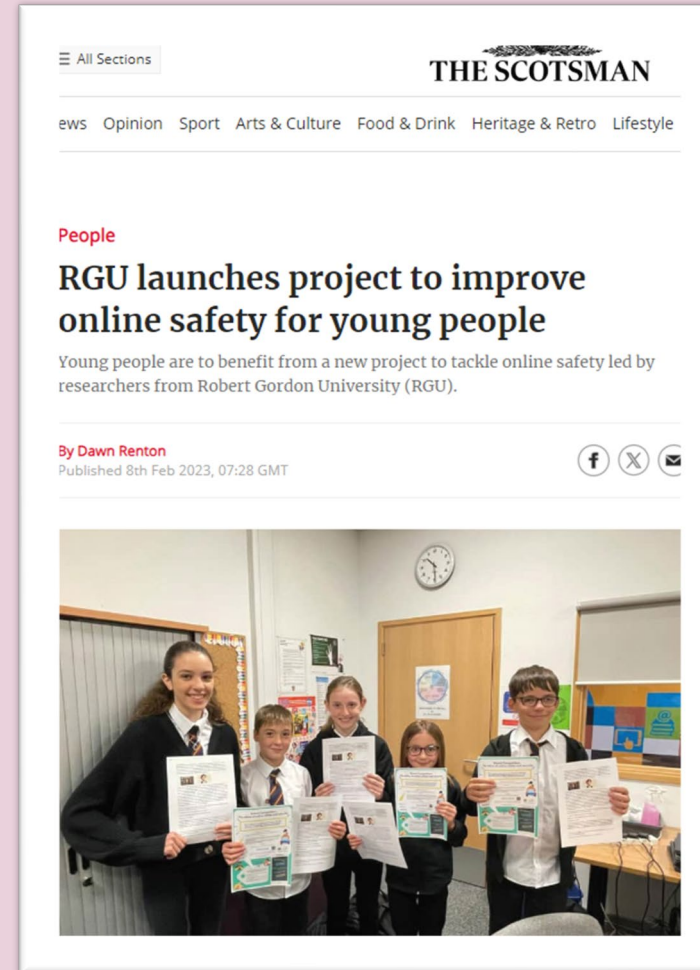
# ‘Maddie is Online’: The ethics of online safety and security. An innovative co-creation cartoon storytelling project with schools

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# Maddie is online

**Blog:**

<https://maddiesonline.blogspot.com/>



**Video Playlists**

[bit.ly/2LwnE6I](https://bit.ly/2LwnE6I)



[Final Series Showcase](#)

[Series 4 Video Playlist](#)

@MaddiesOnline

- Have you tried 'Maddie is online' before?
- What series do you like and why?

**A cartoon-based resource for schools**






Maddie is Online Bookshelf



Scan to access  
online Bookshelf











# Video playlists




## Maddie is Online Series 1. Online Resilience

Maddie is Online  
9 videos • 2,523 views • Last updated on 23 May 2021

Play all Shuffle









-  Maddie is Online - Introduction  
Maddie is Online • 2K views • 4 years ago
-  Maddie is Online - Scenario 1. Ignore the Message  
Maddie is Online • 498 views • 4 years ago
-  Maddie is Online - Scenario 2. Confront the child  
Maddie is Online • 317 views • 4 years ago
-  Maddie is Online - Scenario 3. Go to mum and ask her what to do  
Maddie is Online • 293 views • 4 years ago
-  Maddie is Online - Scenario 4. Give the phone to mum  
Maddie is Online • 207 views • 4 years ago
-  Maddie is Online - Scenario 5. Go to mum and ask her to speak to the child  
Maddie is Online • 207 views • 4 years ago
-  Maddie is Online - Scenario 6. Unfriend and block the child  
Maddie is Online • 226 views • 4 years ago
-  Maddie is Online - Final thoughts  
Maddie is Online • 278 views • 4 years ago




## 'Maddie is Online' Series 2. Misinformation

Maddie is Online  
11 videos • 1,982 views • Last updated on 16 May 2021

Play all Shuffle









-  Episode 1. Introduction  
Maddie is Online • 1K views • 4 years ago
-  Episode 2. Meeting Miss Mason  
Maddie is Online • 382 views • 4 years ago
-  Episode 3. Mr Sherlamond  
Maddie is Online • 293 views • 4 years ago
-  Episode 4. Meeting with Mrs Kanabera  
Maddie is Online • 223 views • 4 years ago
-  Episode 5. The Library  
Maddie is Online • 403 views • 4 years ago
-  Episode 6. The Community Centre  
Maddie is Online • 180 views • 4 years ago
-  Episode 7. The Bold Voice  
Maddie is Online • 211 views • 4 years ago
-  Episode 8. The Confrontation  
Maddie is Online • 140 views • 4 years ago




## 'Maddie is Online' Series 3. Copyright

Maddie is Online  
8 videos • 327 views • Last updated on 30 Jul 2021

Play all Shuffle






-  Episode 1 The Return  
Maddie is Online • 226 views • 2 years ago
-  Episode 2 The Drawing  
Maddie is Online • 84 views • 2 years ago
-  Episode 3 Michael's Point of View  
Maddie is Online • 57 views • 2 years ago
-  Episode 4 Is it Michael's Fault?  
Maddie is Online • 57 views • 2 years ago
-  Episode 5 Is it Maddie's Fault  
Maddie is Online • 115 views • 2 years ago
-  Episode 6 Michael's evidence  
Maddie is Online • 44 views • 2 years ago
-  Episode 7 Maddie's Evidence  
Maddie is Online • 39 views • 2 years ago
-  Episode 8 The Verdict  
Maddie is Online • 54 views • 2 years ago



## 'Maddie is Online' Series 4. The Ethics of Online Safety and Security

Maddie is Online  
8 videos • 98 views • Last updated on 29 Mar 2023

Play all Shuffle

- All Videos Shorts
-  Lucy The Influencer  
Maddie is Online • 110 views • 5 months ago
  -  'Yphone Scam' - Maddie is Online Series 4: 'The ethics of online safety and security'  
Maddie is Online • 48 views • 5 months ago
  -  'Friend Finder' - Maddie is Online Series 4: 'The ethics of online safety and security'  
Maddie is Online • 60 views • 5 months ago
  -  'Violet' - Maddie is Online Series 4: 'The ethics of online safety and security'  
Maddie is Online • 38 views • 5 months ago
  -  'Yolo Classroom' - Maddie is Online Series 4: 'The ethics of online safety and security'  
Maddie is Online • 23 views • 5 months ago



**Kyle:** hey i checked out your profile and u look super cute

**Maddie:** 😊

**Kyle:** do u wanna be best buds??

**Maddie:** uh sure..



## SERIES 4 'ETHICS OF ONLINE SAFETY AND SECURITY'



Scottish Government  
Riaghaltas na h-Alba  
gov.scot





# DIGITAL ETHICAL NATION

In 2022 the Scottish Government appointed a **National Digital Ethics Expert Group**: recommendations for becoming an Ethical Digital Nation and developing a Scottish digital ethics framework.

The framework utilises the **Objects of Trust tool** to guide policy makers, tech companies, and other private and public bodies in the creation of digital products and services informed by ethical principles.



Technology, Usefulness, Privacy, Choice, Fairness, Transparency, Institutions, Users.

Three of these objects have primarily been applied in the development and progression of Series 4 of the Maddie is Online resource series (Privacy, Choice and Users):

 <p><b>Technology</b> Is it <b>reliable</b>? Is it <b>robust</b>? Is it <b>safe</b>?</p>	 <p><b>Usefulness</b> Is it <b>necessary</b>? Will it <b>help</b>? Is it <b>worth it</b>?</p>	 <p><b>Privacy</b> Is my information <b>confidential</b>? Are there <b>Laws/ Regulations</b> to <b>protect me</b>?</p>	 <p><b>Choice</b> Is it <b>optional</b>? Would <b>not using it prevent me</b> from doing <b>important things</b>?</p>
 <p><b>Fairness</b> Is it accessible to and <b>useable by everyone</b> who could benefit? Could it be used for <b>discrimination</b>? Is it <b>exploitative</b>?</p>	 <p><b>Transparency</b> Are the people behind it being <b>truthful about its purposes and beneficiaries</b>? Are there <b>other motives</b>?</p>	 <p><b>Institutions</b> Are <b>systems in place</b> to ensure effective <b>governance, oversight, compliance and accountability</b>?</p>	 <p><b>Users</b> Could it be misused to <b>hurt others</b>? Could it <b>harm others</b>? Could it <b>inconvenience others</b>?</p>

Scottish Government, 3rd November 2022



# SERIES 4 'ETHICS OF ONLINE SAFETY AND SECURITY'

## THEME 1 – ONLINE BEHAVIOURS

online behaviours that may result in risk of harm to others

private versus public ideas of personal data on social media

## 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

protecting personal data/information online

data handling and privacy

setting up strong passwords

keeping devices up-to-date and backing up data

# SERIES 4 'ETHICS OF ONLINE SAFETY AND SECURITY'

## Digital Literacy Scottish Curriculum for Excellence

The competition addressed '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.

'Maddie is online' supports the **Scottish Governments 'Getting it Right for Every Child (GIFFEC)** policy and the **United Nations Convention of the Rights of the Child (UNCRC)**.

**School Competition:  
The ethics of online safety and security**

We are seeking creative student teams (third level - S1 and S2) from schools across Scotland to share a short story of around 500 words on the theme 'Ethics of online safety and security'.

All schools entering the competition

- Gain access to free school and parent workshops on the 'ethics of online safety and security'.

Selected teams

- Gain support to develop their story, using cartoon characters, voice-overs and animation.
- Develop creativity, technical and teamwork skills as well as confidence as they design and create their own projects.
- Gain access to two free animation/online safety careers workshops for young people.
- Receive a free subscription to Plotagon Story animation tool for a year.
- Receive 'Maddie is Online' personalised gifts.

Winning team

Gift Voucher (£100) for each member of the winning team.

**APPLY NOW!**

FUNDED BY THE SCOTTISH GOVERNMENT AND SUPPORTED BY DIGITAL XTRA FUND

Applications close by 1st September 6pm

The competition addresses 'Experiences and Outcomes' within the following 'Digital Literacy' Technologies Scottish curriculum (Third Level):

- 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.

Online Data Security  
Identifying online scams/phishing  
Understanding online terms and conditions  
The Internet of Things  
Private and Personal Information online

- **Ellon Academy** - Story title: 'Friend Finder'



Ellon Academy short-listed team when received the news



Ellon Academy short-listed team in action

- **Hazlehead Academy** - Story 1 title: 'Lucy the Influencer'



Hazlehead Academy 'Lucy the Influencer' team member working on the story

- **Hazlehead Academy** - Story 2 title: 'Violet'



- **St Andrew's and St Bride's High School** - Story 1 title: 'The Yolo Classroom'



St Andrew's and St Bride's team 'The Yolo Classroom' working on their story

- **St Andrew's and St Bride's High School** - Story 2 title: 'The Yphone Scam'



## School Competition: The ethics of online safety and security

**We are seeking creative student teams (third level - S1 and S2) from schools across Scotland to share a short story of around 500 words on the theme 'Ethics of online safety and security'.**

**All schools entering the competition**

- Gain access to free school and parent workshops on the 'ethics of online safety and security'.

**Selected teams**

- Gain support to develop their story, using cartoon characters, voice-overs and animation.
- Develop creativity, technical and teamwork skills as well as confidence as they design and create their own projects.
- Gain access to two free animation/online safety careers workshops for young people.
- Receive a free subscription to Plotagon Story animation tool for a year.
- Receive 'Maddie is Online' personalised gifts.

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digitalXtra



ROBERT GORDON  
UNIVERSITY ABERDEEN

**APPLY NOW!**



FUNDED BY THE SCOTTISH GOVERNMENT  
AND SUPPORTED BY DIGITAL XTRA FUND

Applications close by 1st September 6pm



**@MaddiesOnline**



**The competition addresses 'Experiences and Outcomes' within the following 'Digital Literacy' Technologies Scottish curriculum (Third Level):**

- 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.





# MADDIE IS ONLINE

## RESOURCES AND LESSON PLANS

<https://maddiesonline.blogspot.com/>



Series 4. Ethics of Online  
Safety and Security  
2023

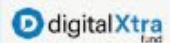


CREATED BY  
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supported by  
Digital Xtra Fund




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# SERIES 4 'ETHICS OF ONLINE SAFETY AND SECURITY'

## THEME 2: THE INTERNET OF THINGS

### I Want Your Shoes





Maddie and Michael came across a pair of cool smart shoes that can collect data about their movement when they run, play and walk to school. The shoes get connected to an app on their phone and send data about how many steps they did every day, how far they walked, if they walked fast or they ran and also offers personalised fitness advice.

However, when using the shoes, they give data about their heart rate, their physical condition, as well as their age, weight and their location which captures where they are throughout the day.

These can end up in the hands of hackers or send to other businesses for advertisement purposes. What are the benefits and challenges? Maddie and Michael argue for and against this app using evidence to debate on the issues.

### Concepts Explored

how different devices can collect and share data about people with or without their knowledge



### How Warm is your House?

Maddie's and Michael's parents found out about an amazing system to regulate their house temperature using a thermostat that changes the temperature to warmer when it detects that they are at home. They are considering buying the system but they have been told that it will be collecting data from the family when they are using it, and it will know, for example, that at 4pm the house gets warmer (as it is the time when they are back from work and school), what time they wake up and how much energy they spend.




The system can detect family preferences and can organise automatically a personalised programme for them which will be very helpful for saving them a lot of money and using less energy, which is good for the environment. However, it also collects personal information and there are some security concerns (e.g., the times when the family is away can be found).

Maddie and Michael argue for and against the system and get their parents to decide about installing the system or not, but the decision is not that straightforward. They have to explore the pros and the cons in detail and decide how to best move forward.

### Theme 2 Learning Outcomes

From Education for a Connected World

- I can explain the terms 'connectivity' and 'Internet of Things' (i.e., Internet connected devices or toys).
- I can explain how the security of devices connected to the internet may be compromised (e.g., webcams, monitors, phones or toys).
- I can demonstrate actions people can take to minimise such compromise (e.g., covering cameras on computers when not in use).



# SERIES 4 'ETHICS OF ONLINE SAFETY AND SECURITY'

**IDEAS FOR EDUCATORS**

**NSPCC** **Internet Connected Devices**  
<https://www.nspcc.org.uk/keeping-children-safe/online-safety/internet-connected-devices/>

This website provides advice on internet connected devices and toys. It includes explanations, risks, and tips for staying safe.

**internetmatters.org**

What does the Internet of Things mean for children growing up?  
<https://www.internetmatters.org/hub/question/what-does-the-internet-of-things-mean-for-children-growing-up/>

A useful article for teachers/librarians on the Internet of Things and how to ensure children have a safe experience using them.

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**Theme 2 Extension Activities**

**EXTENSION ACTIVITY 1**

**GCFLearnFree.org**  
 What is the Internet of Things?  
<https://www.youtube.com/watch?v=EKRVL1Aohck>

This short video explains what the Internet of Things (IOT) is, provides examples, and discusses the future of IOT.

**EXTENSION ACTIVITY 2**

**CYBER SKILLS LIVE**

**Defend the Rhino**  
<https://cyberskillslesson.com/activity/defend-the-rhino/>

Use data science to protect a crash of rhinos from poachers! This interactive lessons allows pupils to collect data from security cameras, analyse the data for patterns, and visualise the data to figure out where the poachers are.

**EXTENSION ACTIVITY 3**

**What is the Cloud?**  
<http://idea.org.uk/badge/cloud>

Note: This requires sign up with an email address.

This short activity helps pupils develop an understanding of cloud computing and how the cloud is used to store data without taking up space on devices.

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**EXTENSION ACTIVITY 4**

**Automation**  
<http://idea.org.uk/badge/automation>

Note: This requires sign up with an email address.

This short activity encourages pupils to think about algorithms, variables and the Internet of Things by completing a multiple choice quiz to progress through the learning to achieve a badge.

**EXTENSION ACTIVITY 5**

**What is AI?**  
<https://dm.idea.org.uk/what-is-ai>

Note: This requires sign up with an email address.

With this activity pupils learn what AI is, explore the history of computer chips, build a smart home, learn about how AI could impact the future of work and the ethical implications, and explore a smart city.

**EXTENSION ACTIVITY 6**

**Problem Solving with AI**  
<https://dm.idea.org.uk/problem-solving-with-ai>

Note: This requires sign up with an email address.

This activity covers the 3 domains of AI (including how AI is used with the Internet of Things), how AI is used in our daily lives, when AI solutions are appropriate, and how to identify problems which could be solved with AI.

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**TECH for Tomorrow**

**EXTENSION ACTIVITY 7**

**The Internet of Things**  
[https://techfortomorrow.com/static/media/TheTech-Classroom\\_Activities-Creative\\_Coding\\_1955c03c.pdf](https://techfortomorrow.com/static/media/TheTech-Classroom_Activities-Creative_Coding_1955c03c.pdf)

60 mins

Students are tasked with developing a new Internet of Things product. In groups, they have to think about how their non-tech product could evolve in order to become "smart". Students create diagrams to show the product connectivity capabilities and report back to the rest of the class. Designs are then reviewed to assess the security aspects which need to be considered when connected their products to the Internet of Things. Activity comes with a video, handout and security discussion questions.

**EXTENSION ACTIVITY 8**

**Microsoft's Internet of Things**  
<https://www.microsoft.com/en-gb/home/digital-future-programme/internet-of-things/%23explore-iot>

These lessons are split into 2 sections: Explore IoT and Practice IoT.

60 mins

**Explore IoT outcomes:**

- Understand basic IoT concepts
- Identify everyday examples of IoT
- Consider why the sharing of information between devices is important
- Explore the impact of IoT

**Practice IoT outcomes:**

- Consider how IoT can be a solution to local issues
- Think creatively and innovatively to brainstorm solutions
- Apply the principles of IoT to issues on a larger scale

**Explore IoT Educator Guide:**  
<https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RWELEf>

**Practice IoT Educator Guide:**  
<https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RWELEg>

**Explore IoT Lesson Slides:**  
<https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RWEH8a>

**Practice IoT Lesson Slides:**  
<https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RWELEh>

Includes videos, case studies, group work and supplementary learning links.

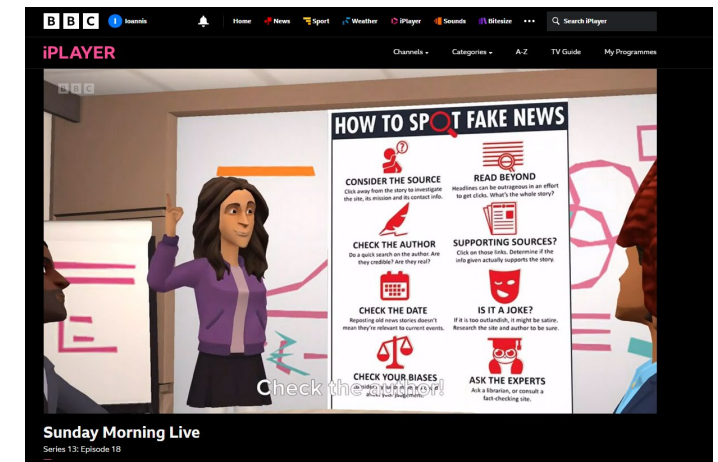
21

## **Series 4: The Ethics of Online Safety and Security**



# KEY ACCOMPLISHMENTS

- Series 4 was co-produced with **8 teachers and 49 pupils** (12 and 13-years), offering **6 online safety and security workshops** and **2 career talks on online gaming and ethical hacking** with **502 participants**
- The work was circulated by **Police Scotland staff to the Children and Young People team** and the local **Crime Reduction Officers** and the **Cybercrime Unit** It been circulated to students and staff in nursing by **Augusta Georgia University USA**
- It was endorsed by [The Queen's Nursing Institute Scotland](#) and the [School and Public Health Nurses Association \(SAPHNA\)](#).
- The work was presented to **150 nurses** ('UK wide Community Children's Nursing online forum').
- RGU is the first university in Scotland to include the online safety resources in its [Nursing MSc Advancing Practice](#).
- The work was featured on **BBC** and large newspapers such as ['The Scotsman'](#)





“A much-needed resource for our school aged children who are subject to increasing online abuse and misinformation. Using animations and cartoons built on their self-identified needs is a fabulous example of co-production and, as such, much more likely to help empower them in making safer online decisions”.

---

Chief Executive Officer for the UK's School and Public Health Nurses Association

# TEACHER FEEDBACK

“A real-life focus on the ethical dimension...and allowed them to think” how “they can stay safe online themselves” **(Maria Murphy, Principal Teacher).**

Pupils worked “creatively together in an authentic interdisciplinary challenge, across both English and Literacy and Computing” **(Susan Brownlie, Teacher of English)**

Developed “digital resilience, increased confidence” promoting “online safety & security within the rural northeast of Scotland.” **(Ewan Armstrong, Principal Teacher).**



# PUPIL FEEDBACK

“This opportunity has helped me both with my story writing and computing skills. I’ve also learned more about how to avoid getting scammed online and I hope our animated stories can help other pupils learn more about avoiding this happening to them too”. **David McElwee**

“This whole experience has really taught me to think about what I do online and to learn more about Cyber Security “in a fun way. I loved taking part and my teamwork skills have improved too”. **Liam Roe**

“Taking part with my group has helped us learn to animate a story we’ve created together and to keep myself safer online. People can get easily scammed and it’s important we know how to prevent it”.  
**Aiden Kurdell**

“I have really enjoyed this experience, particularly working in a group with other pupils in my class and getting the chance to learn how to animate our own story. I hope what we’ve produced helps other young people learn about sc”amming and how to stop it happening to them. That would really be good!” **Rory Kyle**

“I never thought we’d get so far in this competition and it has been a lot bigger than we imagined it would be but it has also been great fun to take part in. It’s been educational but in a really enjoyable way and we learned new skills together. We’ve learned to animate and make decisions as a team. We’ve also learned a lot about online safety and the steps we can take to avoid being taken in and scammed”. **Ava Hetherington**



# Maddie is Online

Cartoon Video Playlists  
Blog  
Email: [tomaddiesonline@gmail.com](mailto:tomaddiesonline@gmail.com)

Start Now

## About

### Maddie is Online

'Maddie is Online' is a series of innovative educational resources supported by cartoon video stories with real voice-overs and toolkits that contain learning activities. The series addresses the everyday life experiences of pre-teen children (9-10 years old) in the online connected environment and empowers them with information and digital literacy skills that help them deal with challenging phenomena in their digital lives (e.g., online bullying, online misinformation, online copyright and ownership of creative material, online privacy and security, online reputation).



About Me





# Services



Select one of the following services offered as part of the series.



## Download the free online toolkits

You can download the education resource toolkits freely below. The toolkits contain useful resources and activities linked to the series themes. They also have links to open YouTube cartoon videos, step-by-step structured digital lesson plans, learning resources and systematic guidance for running the series



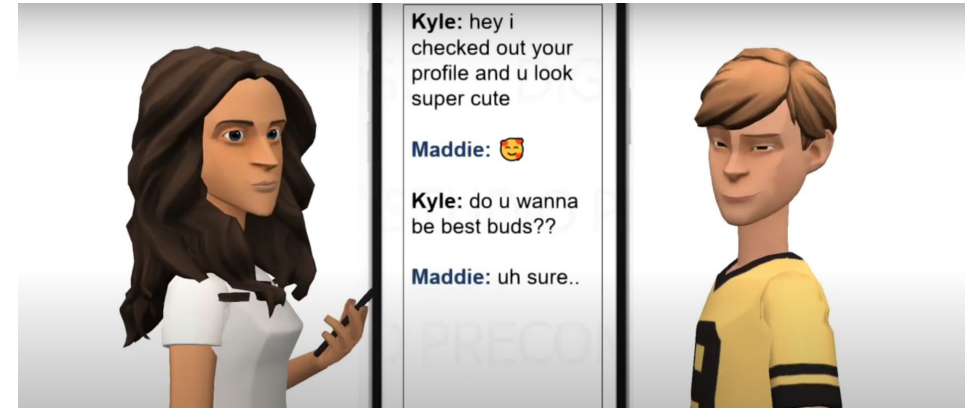
## Order a Printed Toolkit

The series is designed to work best with the free online toolkits (as there are active links that work online), but, after popular demand, we also offer the option of a printed copy for reference purposes. You can order below. The cost is not for profit. It covers printing, and there is also an additional shipping cost.



## Book a Consultation

You can book an online consultation with the series creator to go through all the steps you need to follow for using the resources at school or at home. As part of the consultation, you also receive a free copy of one of the toolkits of your preference. Booking a consultation helps to support the development of new topics in the



# Maddie is online

**Blog:**

<https://maddiesonline.blogspot.com/>



**Video Playlists**

[bit.ly/2LwnE6I](https://bit.ly/2LwnE6I)



@MaddiesOnline

- Have you tried 'Maddie is online' before?
- What series do you like and why?

**A cartoon-based resource for schools**





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## Publications

MARTZOUKOU, K. PANAGIOTAKIS, I., HERBERT, N. GREY, E. MACDONALD, N. 2023. 'Maddie is Online': a creative learning path to digital literacy for young people. *Computers in the Schools*.

<https://www.tandfonline.com/doi/full/10.1080/07380569.2023.2276736?src=>

MARTZOUKOU, K. 2020. 'Maddie is Online': An educational video cartoon series on digital literacy and resilience for children. *Journal of Research in Innovative Teaching & Learning*.

<https://www.emerald.com/insight/content/doi/10.1108/JRIT-06-2020-0031/full/html>

MARTZOUKOU, K. 2023. Blog post: [Maddie is online – ethics of online safety for children](#) | SAPHNA – School And Public Health Nurses Association

