

O12.3 - Lesson 3: Creating a better internet - Learning throughout life

Subject

Exploring the theme of 'Education and lifelong learning'.

Age group

Over 12 years of age.

Online/ICT tools	Offline/paper-based tools
Projector/screen Video clip (YouTube or CD) Internet access (pre-check access to individual websites)	Flipchart paper/pens Sticky memo notes

Introduction

This is the third lesson in a series of activities on 'Creating a better internet'. This lesson explores the theme of education and lifelong learning. This theme will enable students to think about their rights to learn in a way that is relevant to them by exploring education of the past and the future. We wouldn't expect children and young people to use chalk and blackboard tablets or even ribbon-based typewriters nowadays!

Description

A key part of the manifesto is ensuring that children and young people will have digital skills that can be acquired through learning: this can be considered a 'right' as part of education. This lesson will enable students to analyse the kinds of tools that were previously used in education and encourage them to think about what tools are relevant to them today. Many of the skills, such as writing and reading, are very important today as indeed they were in years gone by, but the form of those skills may now have changed to online or digital. This lesson enables students to consider the importance of learning with modern forms of technology.

Pedagogical objectives

As a result of engaging in this lesson, children and young people will have:

1. Increased their awareness of learning throughout the ages.
2. Increased their awareness of the use of modern technology in education.
3. Increased their awareness of their own digital lifestyles.
4. Learnt safer online research techniques and critical thinking skills.
5. Learnt about contributing positively to the development of European policy.
6. Increased their understanding of their rights and responsibilities in the online environment.

Process

Introduce the theme of the lesson by playing the provided tutorial video. After playing the video, ask the group if they have any immediate questions, to ensure that they have understood the process. Keep a flipchart of the questions asked and the responses given. This can then be kept throughout the lesson to refer back to. It can also be used as a 'parking space' for questions you wish to answer later in the lesson.

- **Part A:** In groups, ask students to think about the tools that they use now to help them learn. Can they firstly list what is in their classroom? Next, ask them to consider how their grandparents, parents and/or carers might have learnt when they were at school. What are the differences? Get them to search online for images of older 'tools' such as books, pens with ink, chalk boards, or similar. Are there any pictures or artefacts still in the school? Ask students to have a look around the school for older tools: for example, are there any typewriters or calculators? Ask them to think about schools in the future: will students use more gadgets and digital tools?
- **Part B:** How do we learn as we get older, and what do we need to learn? Ask students to think about how we learn throughout life and adapt to changes in society. Ask them to search online for trends and ages of the population using popular platforms such as YouTube or Facebook. Do certain age groups use the internet more than others, and has this changed over recent times?
- **Part C:** Still working in groups, and referring to the concept of a manifesto as appropriate, ask students to discuss why it is important to ensure education includes accessing various forms of technology including access to the internet. An additional question might be: Why is education important using the tools available today?

You can also refer to Appendix I, which introduces the notion of digital literacy skills. Ask the groups to consider the definition of the internet which they created in an earlier lesson and why digital literacy skills are important? Collect views on flipchart paper or using an online tool (such as Padlet). The resulting ideas can be shared on the Tricider website.

Evaluation

A final round up of sticky note feedback on *'things I have learnt'*, or online feedback using Tricider, can be used to evidence learning outcomes.

Links

Website	Description
www.padlet.com	Website for collaborating on a 'wall of ideas'.
http://www.youthmanifesto.eu/	Website to collate views on digital rights.