



DEVELOPING DIGITAL DATA LITERACY

# Unit 3.4. Activities

## Expert Level

**D3** - A project to integrate open data, digital skills & democratic engagement in schools



open data charter

KA2 - 2019-1-BE02-KA201-060212



DEVELOPING DIGITAL DATA LITERACY

## 3.4.3. Open Maps for Collaboration

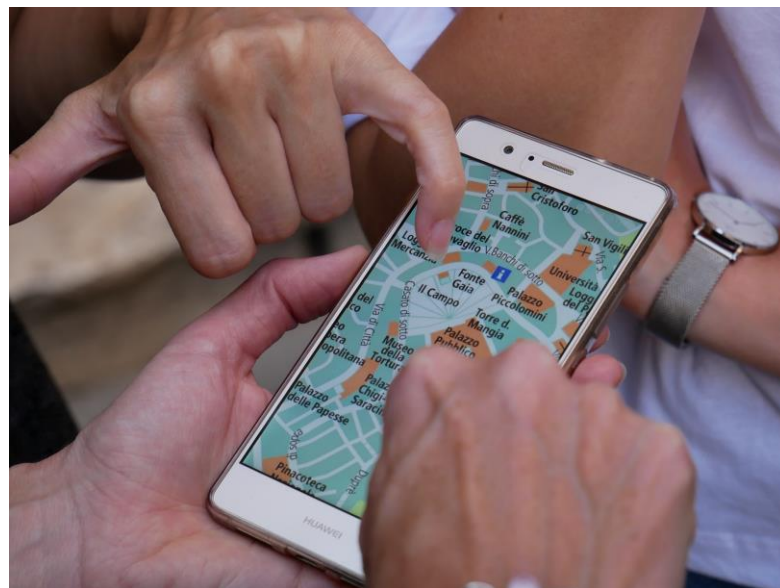
### Tools, data & Resources needed:

Internet, Computer / mobile phones

[OpenStreetMap](#)

### Time required:

1h to get acquainted with OpenStreetMap



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### 3.4.3. Open Maps for Collaboration

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[OpenStreetMap](#) provides a good example of open collaboration and application of licenses.

Based on a “**wiki-style**” collaborative editing software, it is a free, editable map, created and updated by a diversified community of contributors (including GIS professionals, engineers), to improve the exchange of **geospatial data**.

Based on the licence Creative Commons Attribution-ShareAlike 2.0 Generic (**CC BY-SA 2.0**), the website allows the use of its data, paying the right attribution to OpenStreetMap website and contributors.

Maps can be updated, downloaded and re-used.



### 3.4.3. Open Maps for Collaboration

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The website contributes to the knowledge of local areas, through the use of aerial images, GPS tools, low-tech maps.

#### 1. Explore your own city through OpenStreetMap

**2. How to integrate OpenStreetMap in your teaching?** OSM is currently used in many schools in a wide range of disciplines. By integrating OSM in education, you support your students' IT skills and knowledge of GIS, planning and community development. Here are some ideas for integrating OSM in education:

<https://wiki.openstreetmap.org/wiki/Education> [ENG]



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## 3.4.4. E-portfolio

### Tools, data & Resources needed:

Internet, Computer / Mobile phone

[Blogger](#)

[Edublogs](#)

[G Suite for Education](#)

### Time required:

1h to get acquainted with OpenStreetMap



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## 3.4.4. E-portfolio

An electronic portfolio is a collection of electronic evidence, usually maintained on the Web, serving as a **learning record and platform for interaction** and self-expression.

It may contain text, images, hyperlinks contributing to students' deeper understanding of their learning path, and may be a valuable resource for recruiters to evaluate skills.

Digital portfolios allow students practice **digital citizenship**, develop a **sense of belonging** and ultimately improve their **self-confidence** looking at their accomplishments.



## 3.4.4. E-portfolio

The two main aspects of e-portfolio development process:

E-portfolio as Workspace/process	E-portfolio as showcase/product
<p>Procedure: daily/weekly basis</p> <ul style="list-style-type: none"> <li>• Maintain a reflective journal in the form of a blog</li> <li>• Link the digital archive to the blog to link with the learning experience</li> <li>• Categorise the entry by learning goals</li> <li>• Provide feedbacks in the form of comments in the blog or collaborative editing</li> <li>• Review the collection of results as evidences of growth over time</li> </ul>	<p>Procedure: on a periodic basis (end of class/term/year)</p> <ul style="list-style-type: none"> <li>• Identify specific elements to demonstrate the achievement of goals</li> <li>• Use tags/labels in the blog to allow matching with selected criteria</li> <li>• Set future learning goals based on specific standards</li> <li>• Monitor the learner's self-assessment of his/her achievements</li> </ul>



## 3.4.4. E-portfolio

To be valuable resources, you may invite your students to reflect on three main aspects while developing their e-portfolios:

- **Connect:** how do the ideas learned connect to your previous knowledge?
- **Extent:** How was your thinking extended after learning?
- **Challenge:** Which are the remaining challenges?

Such a process may support students' ability to summarise ideas, link to previous knowledge and be motivated to improve their expertise, thus increasing their critical thinking.



## 3.4.4. E-portfolio

Here are some tips for a good portfolio:

<b>1. Clarify your purpose</b>	Link it to the course objectives and learning outcomes.
<b>2. Choose tools that can empower students</b>	<ul style="list-style-type: none"> <li>- In their electronic notebook: e.g. they can incorporate process portfolios within shared notebooks, e.g. Evernote.</li> <li>- In personal website: e.g. Google Sites</li> <li>- in One-page collection: also wikis can be used</li> <li>- in Student blog: e.g. <a href="#">Edmodo</a>, <a href="#">Edublogs</a></li> </ul>
<b>3. Select a variety of contents</b>	Text, photos, videos, audio recording...
<b>4. Make portfolios accessible to other audiences</b>	Publishing in a private environment to be accessible to parents only may enhance students' engagement.
<b>5. Set your timeline</b>	Portfolios may be organised over a specific time of the year or over a longer period.
<b>6. Empower metacognition</b>	How can students reflect on their work?
<b>7. Don't overwhelm students</b>	Guide your students in a gradual discovery, giving them portfolio assignments during the whole year.
<b>8. Ensure the portfolio's long-term</b>	How to preserve the portfolio for the future



## 3.4.4. E-portfolio

[G Suite for Education](#) is used by many schools and provides free and easy-to-use tools for flexible learning, collaboration and communication.

You may start from Google Sites to create your students' e-portfolio and connect to the different resources offered by G Suite for Education.

At the following link you can follow a tutorial on how to create e-portfolios on Google Sites:

<https://www.youtube.com/watch?v=gN1BWky2Up0>

[More information](#) on how to create Digital Portfolios with Google sites



## 3.4.4. E-portfolio

### Additional resources:

- [Evernote](#): students can take photos, notes, record audio and integrate the work done on such apps as Skitch and Penultimate. For iOs and Android.
- [Blogger](#): you can safely store posts, photos and other resources from Google for free.
- [Second Chance Skills Portfolio](#): personalised learning service, to help keep track of and enhance your skills as second chance educator
- [Edublogs](#): web publishing platforms for teachers and students, ensuring users' privacy for communication and collaboration in one place.
- [Seesaw](#): allow students from 5 years old to create and organize their work independently in a digital journal: <https://web.seesaw.me/>