



DEVELOPING DIGITAL DATA LITERACY

Unit 3.2. 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



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3.2.4. Play with data on Gapminder

Tools, data & Resources needed:

- Internet, Mobile phone / Computer
- GapMinder: www.gapminder.org/world
- GapMinder tools: <https://www.gapminder.org/tools/>
- Piktochart: <https://piktochart.com/>

Time required: 1h30

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3.2.4. Play with data on Gapminder

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Gapminder: independent Swedish foundation, offering training resources to explain global issues through reliable statistics and data, dismantling widespread misconceptions and enhancing critical thinking and problem-solving skills.

- Collaborating with universities, UN, public bodies and NGOS, it offers a fact-based worldview, through the use of visualizations.
- It helps enrich your lessons through student inquiry approach

You may start from the **analysis of global wealth**, examining levels of life expectancy and how much money people earn in different parts of the world.

Gapminder will help you make your students able to:

- Analyse GDP evolutions in a specific time and place (or comparing different places);
- Examine charts and graphs;
- Display their findings in an infographic



3.2.4. Play with data on Gapminder

How to use Gapminder in your class?

Step 1:

Explain the meaning of Gapminder graph:

- Bubbles represent countries
- Dimension defines population
- Colours identify continents
- Y-axis is life expectancy (i.e. health)
- X-axis is income per person.

Students will examine the wealth of nations based on their GDP and its evolution.



Instructions for students:

- Go to: www.gapminder.org/world
- Observe the chart
- Note down any observation
- Discuss with your peers



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3.2.4. Play with data on Gapminder

How to use Gapminder in your class?

Step 2:

- Create a Google Doc and share it with your student for data collection.
- Explain which data to collect: e.g. they may analyse one country developments over time or make comparisons between different countries.
- They may work individually, in pair or groups.

Instructions for students: Collect and record data; add your observations.



3.2.4. Play with data on Gapminder

How to use Gapminder in your class?

Step 3: Guide your students in the discovery of **Piktochart** to represent their data through infographics. Show some bad and good examples of infographics and suggest improvements. **Suggested guidelines:**

- Add minimum 4 charts/graphs
- Write 3 aspects of high vs. low life expectancy and GDP, based on Gapminder and on your personal knowledge; Write 3 facts about the world economy
- Create a list of websites with additional information about the world economy

Instructions for students:

- Access Piktochart: <https://piktochart.com/>
- Choose your data and tables to represent them
- Print/download the infographic

Step 4: Ask your students to present their findings.



3.2.4. Play with data on Gapminder

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This activity was retrieved from: <https://www.common sense.org/education/lesson-plans/gapminder-data-infographic>

Author: Amy K., Classroom teacher, Cornell Senior High School; Coraopolis, US

As Teacher-Lesson-Plan will not be available anymore on the website from July 2021, you can write to D3 project partners to have access to the original source.

Additional sources:

- [Explanatory graph on how to use Gapminder](#)
- Gapminder [Quiz](#) about global development
- [TedTalks](#) about Gapminder
- [How fact-based is your own worldview?](#)

Some sets of open data you may find useful:

- [Google Public Data](#)
- [WorldMapper](#)
- [CIA World Factbook](#)





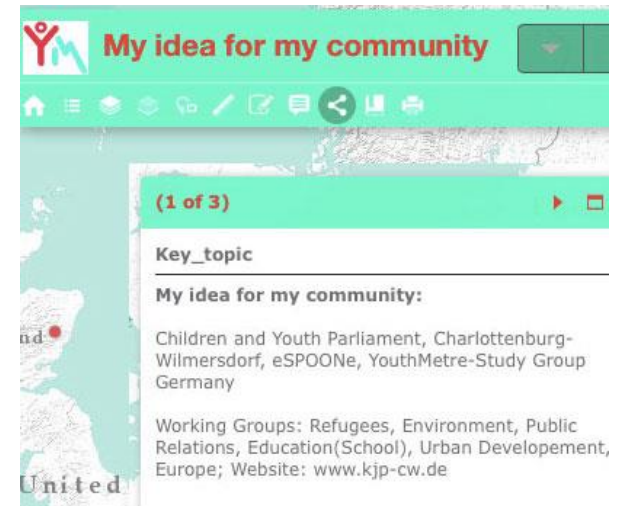
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3.2.5. YouthMetre: My idea for my community

Tools, data & Resources needed:

- Computer, Internet
- YouthMetre “[My idea for my community](#)”

Time required: 25 minutes



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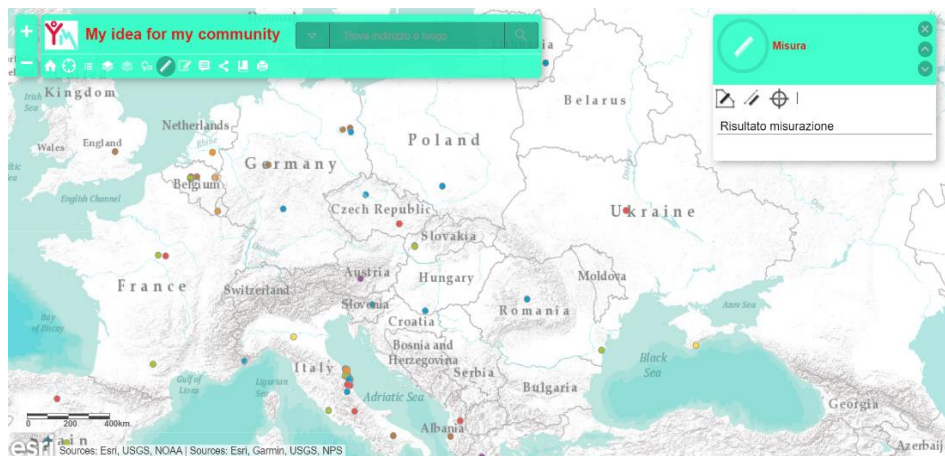


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3.2.5. YouthMetre: My idea for my community

Data visualization: representation of data through graphical formats, facilitating new observations, thanks to the use of different elements, e.g. colours, symbols, lines.



The YouthMetre project developed the map “**My idea for my community**”, for free exchange of ideas/projects of youngsters from different EU countries.



3.2.5. YouthMetre: My idea for my community

- Have a look at the ideas/projects shared by other young people: Do you feel the same needs in your country? Do you share this viewpoint?
- Ask your students to develop their ideas/projects, present and comment them: Are these ideas feasible? What are the main topics covered?

If you need assistance in developing your draft project, you can use the template [“Your good practice idea in the field of...”](#)

Retrieved from: <https://cesie.org/media/YouthMetre-Training-Curriculum.pdf>



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3.2.6. Write & promote your blog

Tools, data & Resources needed:

- Internet access, computer
- [Answerthepublic](#) or [Alsoasked](#)
- [Blogger](#)
- [Scoop.it](#), [Reddit](#), [Medium](#)

Time required: 90 minutes



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3.2.6. Write & promote your blog



Start your blog:

- Your **first blog post** should speak to a precise audience, providing value to them in an easy and attractive way.
- Choose topics you are informed and passionate about and include some statistics and figures
- Find relevant queries to start your blog on: [Answerthepublic](#) or [Alsoasked](#).
- You may start your free blog on [Blogger](#).
- Provide suitable information in your blog sections, i.e. about me, contact, sidebar content, SEO meta tags, comments
- Post regularly, but only if you have interesting information





3.2.6. Write & promote your blog

Promote your blog:

- **Submit your blog to bookmarking sites** when you share a new post, in order to increase the number of potential viewers. Some popular sites are [Reddit](#), [Scoop.it](#),
- **Be active in your niche** on other blogs, forums, and social pages.
- **Be active on social networks and communities**, e.g. [Medium](#), [Reddit](#).
- **Comment on other blogs** to build relationships with top bloggers within your niche.
- **Guest blogging** offer to write a guest post for other websites, only if reputable sites and directly linked to your niche
- **Maintain** your blog clear and well-functioning, offer useful and focused information, engaging conversation and practical advice.



3.2.6. Write & promote your blog

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What about **copyrights, terms of use and attribution**?

Remember the following rules:

- Online does not mean free
- There are many free images or images with a CC license allowing their use
- You can protect your work through a CC license
- Ask permission to the creator of a resource if you are not sure about the possibility to use it or find another resource, develop your own, purchase one.

Even when you choose a resource under a CC license, it is important to attribute.

How? Use the **acronym TASL**:

- Title
- Author
- Source (include a link if possible)
- License type





3.2.6. Write & promote your blog

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Creative Commons Zero allows you to download images and re-use them without attribution. Here are some useful websites: [Pixabay](#), [Unsplash](#), [Pexels](#), [Photos for Class](#), [Openclipart](#), [Pics4Learning](#)

And what about **videos**?

- Embed the code of music/video according to the specific rules set by the author. This applies for sites like YouTube, Vimeo, TeacherTube, TedED.
- You may also link to the resources if they are publicly available on the web, but you shouldn't download them.

Thus, **remember**:

- Don't copy images from the web, if you are unsure about terms of use
- Embed or link to audio/video
- Don't copy others' blog posts

More information at: [Educator's Guide to Copyright, Fair Use, and Creative Commons](#)