



DEVELOPING DIGITAL DATA LITERACY

Unit 3.2. Activities

Explorer Level

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



open data charter

KA2 - 2019-1-BE02-KA201-060212



3.2.1. Become a storyteller

DEVELOPING DIGITAL DATA LITERACY

Tools, data & Resources needed:

Internet, computer

- ArcGIS StoryMaps: <https://storymaps.arcgis.com/>
- Google Tour Builder: <https://tourbuilder.withgoogle.com/>
- Google Earth: <https://www.google.it/intl/it/earth/>
- European Data Portal: <https://data.europa.eu/en>

Time required:

2h or the time you need to use one of the suggested tools and share your story

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3.2.1. Become a storyteller

Data journalism:

- Process based on the use of data to create news stories, involving web search, data filtering and transforming, integrating visuals into stories.
- The integration of data, multimedia, visualizations in a story can enhance its attractiveness, effectiveness, and emotional impact.
- Online Story Mapping platforms can facilitate the understanding of complex concepts visually, in the form of narratives.





3.2.1. Become a storyteller

Story Maps platforms:

1. **ArcGIS Storymaps** is part of ESRI. Examples of StoryMaps developed through this website: <https://www.esri.com/en-us/arcgis/products/arcgis-storymaps/stories>; <https://storymaps-classic.arcgis.com/en/gallery/#s=0>; <https://learn.arcgis.com/en/arcgis-book/chapter3/>

- Create your story: <https://storymaps.arcgis.com/stories/cea22a609a1d4cccb8d54c650b595bc4>
- Nine Steps to great storytelling [ENG: <https://teach-with-gis-learn.org/hub.arcgis.com/pages/storytelling-in-arcgis-online>]



3.2.1. Become a storyteller

Story Maps platforms:

2. **Google Tour Builder:** <https://tourbuilder.withgoogle.com/>

- Tutorial:
https://www.google.com/intl/en_uk/earth/outreach/learn/storytelling-with-maps-using-tour-builder/
- Google Earth [from July 2021]:
<https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t,0r>

How to use it?:

https://www.google.com/intl/it_ALL/earth/outreach/learn/create-a-map-or-story-in-google-earth-web/



3.2.1. Become a storyteller

Make a search on **European Data Portal** to find data of interest for your story:
<https://data.europa.eu/en>

While developing your story, bear in mind the **six principles for effective communication** developed by B. Jones (2014):

1. Know your goal
2. Use the Right Data
3. Select suitable visualizations
4. Design for Aesthetics
5. Choose an Effective Medium and Channel
6. Check results on reach, understanding, impact

Pay careful attention to the images chosen:
are you allowed to use that image?

You can find free images on such websites as [Pixabay](#), [Unsplash](#), [Pexels](#).



Activity

- **Make a script for a story map**
- **Create your story map**
- **Share your story map**



3.2.2. Linking with blogs and bloggers

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Tools, data & Resources needed:

Internet access via a laptop or computer

AllTop: <https://alltop.com/>

Best of the Web Blogs: <https://blogs.botw.org/>

BlogSearchEngine.org: <http://www.blogsearchengine.org/>

[Blogger](#) / Other tools to create blogs: [Tumblr](#), [Edublog](#)

Time required:

90 minutes

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3.2.2. Linking with blogs and bloggers

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What is a blog? <https://www.youtube.com/watch?v=NjwUHXoi8IM>

Why should you blog?

- Spur students' involvement, writing skills and interest in the surrounding world
- Help them apply what learned, creating connections between different subjects
- Develop thinking skills to design unique content, find effective solutions to problems, create appealing visualizations, interact with followers
- Strengthen literacy skills, if accompanied by clear instructions and regular feedbacks
- Improve teamwork and collaboration, foster common class identity and responsible citizenship
- Provide a “virtual window” into the classroom, to follow children’s education and stimulate conversation at home
- Enhance your professional competences, creating new connections with colleagues

Involve **parents and families** by: sharing the blog URL on your school website, email signature, class newsletter; providing blog navigation guidelines; organizing a monthly event; inviting them to comment on their child’s blogs.



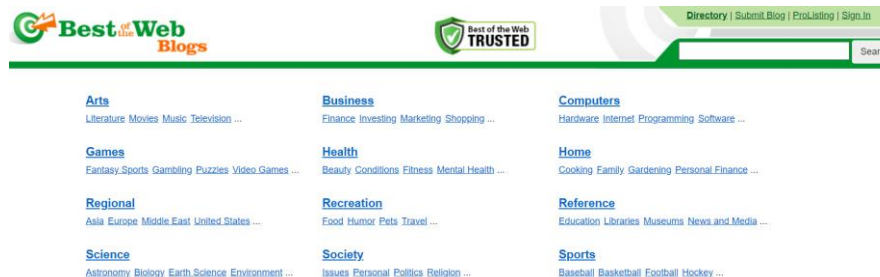
3.2.2. Linking with blogs and bloggers

1. Take inspiration from the latest blogs:

- BlogSearchEngine.org: providing a list of blogs on different topics



- AllTop: an aggregator website, classifying posts and in major categories
- Best of the Web Blogs: lists of blogs on a wide variety of articles topics





3.2.2. Linking with blogs and bloggers

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2. Have a look at the following blogs about open data:

- Open Knowledge Foundation: <https://blog.okfn.org/category/open-data/>
- Open Data Watch: <https://opendatawatch.com/blogs/>
- Datos.gob.es: <https://datos.gob.es/en/blog/>
- Spatial Reserves Blog: <https://spatialreserves.wordpress.com/2021/02/01/how-much-data-is-out-there/>

3. Now set up your blog:

Choose the platform you prefer: you may start with [Blogger](#).

Identify your topic niche and choose a title for your site:

make a list of possible topics and narrow down the area you want to write about.

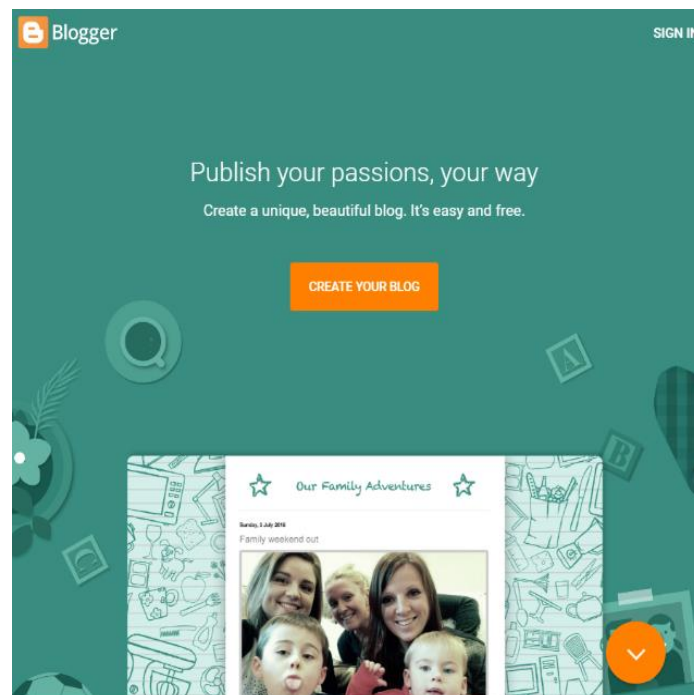


4. Designing your blog:

Create an appealing design and clear layout for the frontend of your blog, to easily found information.

Here are few **suggestions** :

- Create valuable content, that interests your readers
- Organise a doable posting schedule: start with two/one post per month
- Build slowly: spend enough time to deliver significant content
- Comment on other teachers' blog: interact with other people to strengthen your blog





3.2.3. Analysing terms of use

Understanding the meaning of **copyright and Creative Commons** is fundamental for sharing data responsibly.

- **Copyright:** specific conditions for re-use apply
- **Public domain:** contents can be freely used by the public
- **Creative Commons Zero:** no limits for re-use
- **Creative Commons:** specific conditions apply for re-use; there are six different types of licenses: [learn more](#)

Generally, you always have to **attribute** the resource, unless it is under Creative Commons Zero, or in the Public Domain. There are different **options to overcome this difficulty**:

- Create your own images: e.g. using [Canva](#) or [Adobe Spark](#)
- Use Copyright free images, e.g.: [Pixabay](#), [Pexels](#), [Unsplash](#), [Photos for Class](#), [Openclipart](#), [Pics4Learning](#).

3.2.3. Analysing terms of use

When you publish on social media, you grant the company a series of rights to use them.
 Are you aware of the terms of use of the Social media you generally use?
 Do you know how to protect your online resources?



Analyse the terms of use of the Social Media you generally use and discuss with your students how to keep safe while using them



3.2.3. Analysing terms of use

Here is a checklist that can help you in this task:

Manage Privacy Settings

Block Auto-Login options

Use two-factor authentication

Setup Security Answer

Use a VPN

Regularly update your browser and antivirus software

Frequently change your passwords

Are you sharing with your friends and family only?

Is your browser “remembering” your login and password?

Get a code on your phone to confirm your identity before logging in.

Have you setup difficult questions to answer?

Do you use VPN (Virtual Private Network) to encrypt your conversations?

Are your anti-malware and antivirus software installed? Do you regularly update your browser?

Select a proper combination of letters, numbers and symbols to increase the difficulty of your password and avoid using the same for different websites.



3.2.3. Analysing terms of use

Don't be too friendly!

Only accept friends you really know.

Turn Off GPS

If you plan to share your images, turn the GPS off not to share your location.

Internet means forever

What you share on Internet is permanent and someone may have copied/printed it. Think before you share!

Don't open suspicious links

Even when sent by your friends, make sure it is a trustworthy website.

Monitor suspicious logins

Change your password in case you are notified a suspicious login attempt.

Close old accounts

If you have not used some social accounts for a long time, why don't you delete them?

Check app authorisation

If you use your social media profile to access a website, remember to change authorisations when you stop using it.



3.2.3. Analysing terms of use

Additional tips:

- Checkify. Social Media Security Checklist:
<https://checkify.com/checklists/social-media-security-checklist/>
- UK Safer Internet. Social Media checklists:
<https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/teaching-resources/social-media-checklists>

Now discuss with your students:

- What kind of information do they share online?
- What do they generally do to protect their online safety?
- What can they do to ensure the protection of their online privacy and security?