

*Benvenuti!*

*Il webinar inizierà  
tra pochi minuti.*

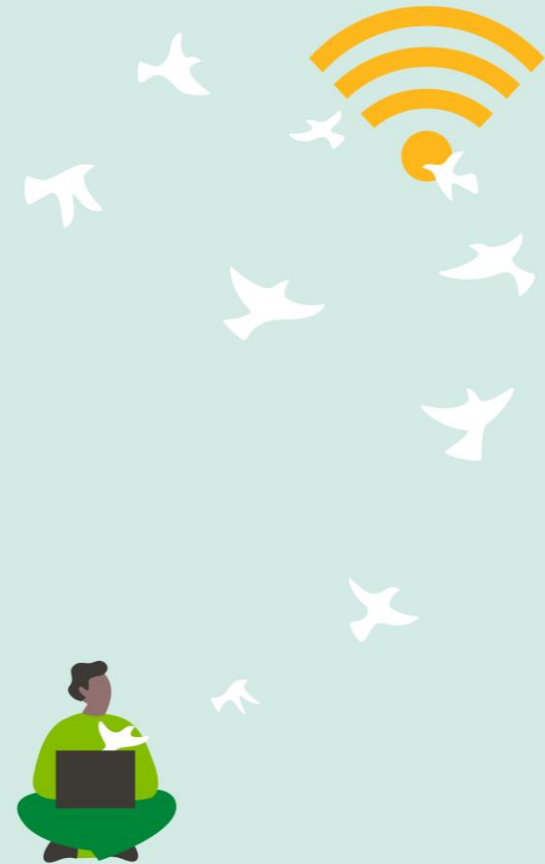


I grandi insegnanti muovono il mondo

# Social and ethical problems of ICT

Date 22<sup>nd</sup> February 2018

Speaker: Elena Balestrazzi



# Aims of the project

To transform a traditional front lesson into collaborative work



To integrate the textbook activity with ICT tools



# To introduce DIGITAL LITERACY into the school curriculum



Copyright Trolls Tracking Cookies  
Filter Bubbles Internet addiction  
Censorship Fakenews

# Why collaborative work

20<sup>th</sup> century school



20<sup>th</sup> century jobs



21<sup>st</sup> century school



21<sup>st</sup> century jobs





# 21st century skills

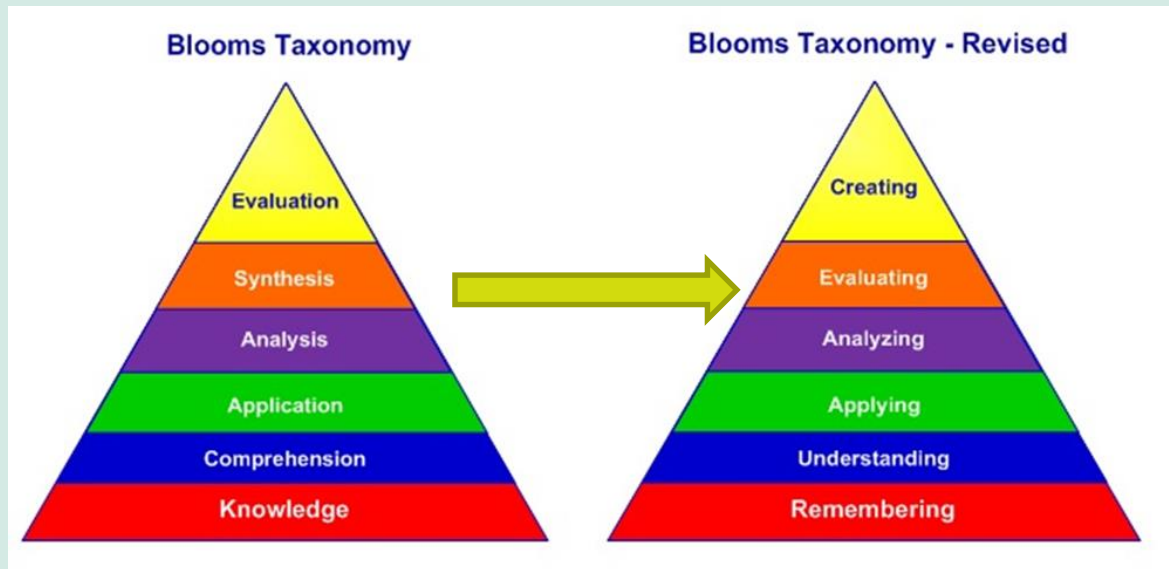
## The 6'C of education

- 1) Critical thinking
- 2) Communication
- 3) Collaboration
- 4) Creation
- 5) Connection
- 6) Cultural context

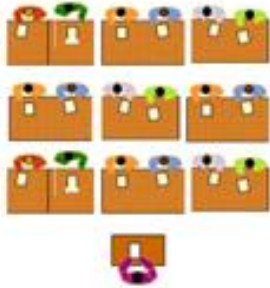


# Revised Bloom's taxonomy:

*«Creating» is on the top*



# Collaborative work and classroom setting



Traditional



U-shape  
layout



Flexible layout

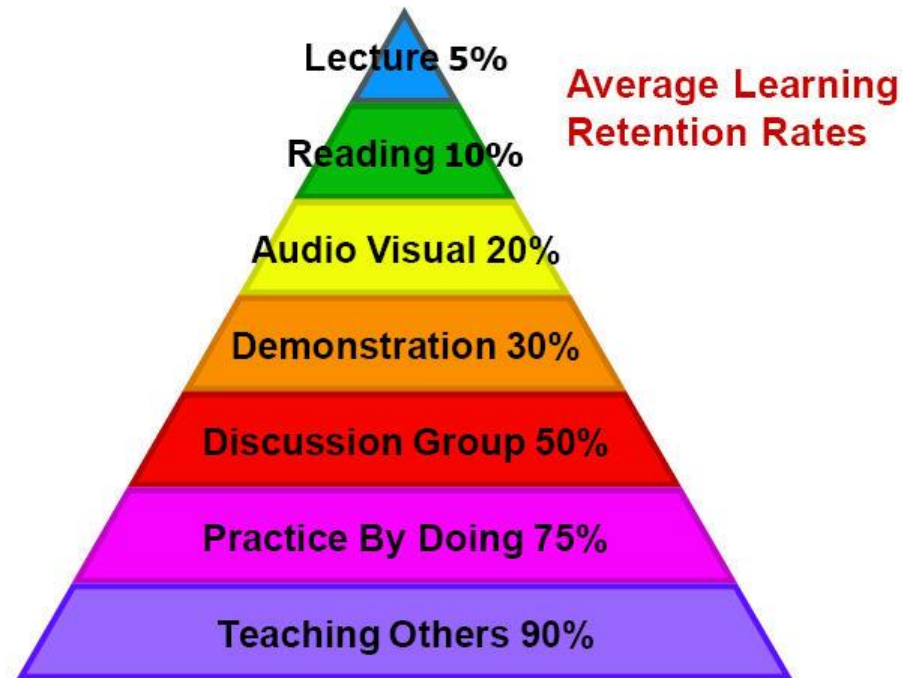
<http://universityofhullscitts.org.uk/scitts/site/subjects/generic/layout.html>



# Flexible school space in Denmark



# Teaching others: Retention rate 90%



Source: National Training Laboratories, Bethel, Maine

**The teacher should give the students:**

**VOICE and CHOICE**



# The project in 10 STEPS

1	<b>Motivate</b>
2	<b>Team building</b>
3	<b>Explore</b>
4	<b>Collaborate and Create</b>
5	<b>Communicate</b>
6	<b>Formative assessment</b>
7	<b>Discussion</b>
8	<b>Practice and check</b>
9	<b>Summative assessment</b>
10	<b>Sharing</b>

# Step 1: MOTIVATE

The warming-up activity is essential to elicit the students' interest and curiosity

**VIDEO** ( authentic material from the Web)

[https://www.youtube.com/watch?time\\_continue=407&v=uquRzrcwA18](https://www.youtube.com/watch?time_continue=407&v=uquRzrcwA18)



Authentic material, even if a bit difficult to understand, is always very stimulating

Two simple questions to keep the students focused on the video  
Note taking activity





# The textbook presents 6 different topics the students are free to choose

## Social and ethical problems of IT

The rapid evolution of computer and mobile phone technology, together with the expansion of the Internet, is having an enormous impact on the way we live and has raised many questions about how our world is changing. The following are some of the social and ethical issues to emerge.

### The digital divide

There is a split in society between those people who are technology-literate, and therefore have the tools to prosper in the modern world, and those who lack these skills. This is partly an economic division, because technology can be expensive, but it is also affected by other factors such as age and level of education. Older, poorer, less educated people feel increasingly left behind.

### Interpersonal relations

New methods of communication have changed how people relate to one another in all sorts of ways, from business meetings to friendships and even romance. Social media networks have become an essential method of keeping in touch for millions of people. However, paradoxically, despite this expansion of communication, there are fears that we are losing more direct human contact with others



and becoming more isolated, hidden away alone in our homes staring at screens. The impersonality and anonymity of online communications can also lead to a loss of empathy with other people and an increase in phenomena like online bullying and Internet trolling.

### Information overload

The ease with which data can be published online means that there is an enormous, and constantly growing, mass of information now available on the Internet. This is difficult to deal with, even with the help of super-efficient search engines. How can we know what information is reliable and what is misleading or even false? In workplaces the effort of trying to keep ourselves constantly updated, and responding to the never-ending flow of e-mail, can cause stress and obstruct genuinely productive work. While mobile technology may sometimes be convenient, allowing us to do things at home or even on holiday, workers can find themselves in a position where they are on call 24 hours a day.



### Censorship

Some people want to keep the Internet as a place where anybody is free to publish anything. In their view society makes progress through the free exchange of ideas and the Internet is the ideal forum for completely open debate. Others fear that allowing open access to controversial

subversive or (in their view) immoral opinions or materials may have a damaging effect on society, and especially on more vulnerable people such as children. Should racist, violent or pornographic materials be freely available? Who should decide what is acceptable and what is not? How can websites, which may be located abroad, be controlled?

### Surveillance

Cellphones and computers leave digital records behind them of exactly when, how and where they are used. The smartphone we carry around in our pocket is the most sophisticated tracking device ever invented. Governments and businesses (and even criminal organisations) now have potential access to enormous quantities of information about every one of us. Should companies be permitted to build up detailed profiles



### Unemployment

Developments in technology are leading to the disappearance of many jobs. Robots and automation have eroded manual production work in factories and a similar process is happening in service industries

too with, for example, shop assistants and bank clerks being replaced by automated systems. Now higher level managerial and professional jobs are also under threat due to advances in software and artificial intelligence. New technology has always led to new professions taking over from obsolete ones but there is a widespread sense that the current elimination of work goes much further than ever before. What jobs will there be for young people in the future when self-improving self-generating robots can do everything? (See also p. 247, Will technology make humans redundant?)

### Erosion of cultural industries

Digital technology can make perfect copies and then distribute them, in infinite numbers, over the Internet at almost no cost. This revolutionary capacity is having a devastating effect on traditional mass media. The music and film industries suffered first with steep declines in sales of CDs and DVDs. Now newspaper, magazine and book publishers are also being undermined by the easy availability of free material online. People have grown used to obtaining all sorts of material from the Internet without paying and so downloading pirated copies of songs or films does not really feel like stealing. The problem is that, without income from sales, how are creative talents - musicians, writers, actors etc. - going to survive? (See also p. 228, The web and the mass media.)



### 34 Read the text and write the words in blue next to their correct definitions.

- Duplicated without legal right or permission.
- Following the trail of someone or something.
- Intended to confuse people or give them a false idea of something.
- Intended to damage or destroy an established system.
- Make it more difficult for somebody to do something.
- Making deliberately hurtful remarks to people online.
- No longer in use and replaced by something newer.
- The ability to identify with and understand another person's feelings.

### KEY COMPETENCES: CIVIC LITERACY

### 35 EXAM PRACTICE Using your own words, explain why developments around new technology could...

- create more divisions in society.
- make people feel more cut off from those around them.
- make the exchange of opinions more aggressive and hostile.

- make the spread of misinformation easier.
- increase pressure on people at work.
- have a damaging influence on people, especially the young.
- make it easier for governments to control people.
- be a threat to the jobs of many people.
- be a threat to traditional methods of mass communication.
- endanger artistic creation.

### 36 LISTEN Listen to some news reports concerning technology and answer the questions.

- How many active users of Facebook are there around the world?
- How many people go onto Facebook every day?
- What name is given to Internet censorship in China?
- Which five big social media sites are blocked in China?
- What proportion of British teenagers were subjected to online hate last year?
- What proportion were witnesses of online hate incidents?
- What percentage of Italians never use the Internet?
- What is RAI doing to improve this situation?

### WATCH THE VIDEO AND LEARN MORE

YouTube ▶ The dangers of the Internet (The School of Life) (first 5 minutes)

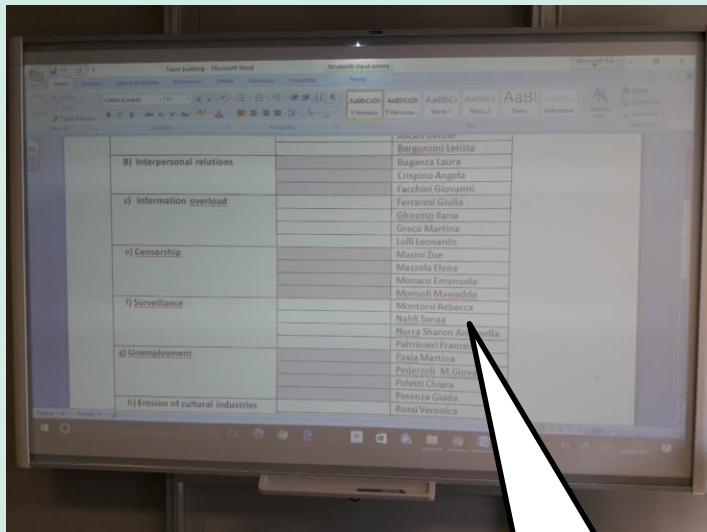
Which four social dangers does this video focus on? What statistics are used to justify the argument?



# Step 2 : TEAM BUILDING

Create class groups of 3-4 students and let them choose one of the topic presented in the textbook

Let the students free to choose their mates



Topic	Student Name
B) Interpersonal relations	Bergonzi Letizia
	Buganza Laura
	Crispino Angela
	Facchini Giovanni
c) Information overload	Ferraresi Giulia
	Shiroto Iaria
	Greco Martina
	Lalli Leonardo
e) Censorship	Masini Zoe
	Mazzola Elena
	Monaco Emanuela
	Monzoli Mariavida
f) Surveillance	Montorsi Rebecca
	Nahli Sanaa
	Nutra Sharon Annabella
	Palmieri Franca
d) Unemployment	Pasta Martina
	Pederzoli M. Gio
	Poletti Chiara
	Potenza Giada
N) Erosion of cultural industries	Rossi Veronica

Prepare in advance the list with the names of the students and the groups so to save time



## Step 3: EXPLORE

A clear TASK is assigned: to create a multimedia presentation about the topic selected to be shown to the rest of the class

### Skills:

- Exploring the Web
- Skimming and scanning
- Selection of relevant info



## Step 4:

# COLLABORATE and CREATE

Students are informed that they have to work collaboratively, each of them will be assigned a part of the presentation.

Students can work together also at home thanks to Google Drive which allows a remote shared activity



# Google Drive is used to prepare a first draft of the project



The teacher can monitor the activity remotely

# Give a checklist helping students to keep on track

**Checklists**

can help students keep on track

Have you already... ???	Yes	Yes, but not finished	No, not yet
... read/explored all materials?			
... identified the main topic?			
... identified possible subtopics?			
... found unknown words? Or words you cannot pronounce?			
... found key words?			
... thought of possible issues in summing up and delivering your ideas to the class?			
... already made a mind map or an outline of your ideas?			

created by Anna Laghigna

# Tools available





# Some slides of the students' projects

The term was coined by *Eli pariser*

They are *invisible algorithms*

**Filter bubbles**

"If you like it, you'll like that"

You can't see in which bubble you are

The slide features a central diagram with red arrows connecting the text. At the top left is a photo of Eli Pariser. Next to it are icons of a computer monitor and a smartphone. To the right is a colorful, iridescent bubble. Below the text 'You can't see in which bubble you are' is a pattern of many small, overlapping bubbles in various colors.

Here are the top 5 social networks in China and their United States equivalents

Sina Weibo 44.5 billion			Twitter 218 million
Renren 44.5 billion			Facebook 1.2 billion
Tencent Weibo 220 million			WhatsApp 300 million
Qzone 250 million			
Weixin (WeChat) 214 million			

The slide shows a map of China in the background. A large blue circle contains the text and a diagram. The diagram consists of a table with arrows pointing from the Chinese social media logos to their US equivalents.

bing G Y!

**DO YOU KNOW WHO'S WATCHING YOU?**

YOUR LACK OF PRIVACY ON THE INTERNET...

emaze

The poster features a large, stylized eye with a colorful iris. The eye is looking towards the right. In the background, there are logos for Facebook, Apple, and Bing. The text is in a bold, sans-serif font.

**Copyright**

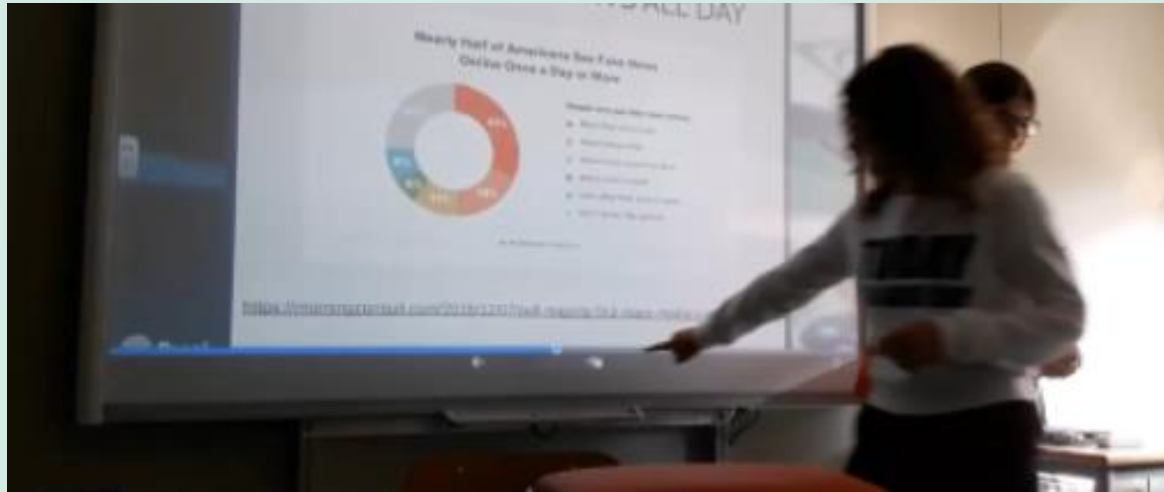
The exclusive right to make copies, license, and otherwise exploit a literary, musical or artistic work, whether printed, audio, video, etc.



The slide has a dark blue header with the word 'Copyright' in white. Below it is a white box containing the text and two images: a large black copyright symbol and a cartoon character wearing sunglasses and holding a red copyright symbol.

# Step 5: COMMUNICATE

Students, in turns, present their project to the class. Their group work is interdependent. They also make substantive decisions about the content choice and the graphical layout.



# Communication skills

- 1) Content/Organization
- 2) Language
- 3) Creativity and graphic design  
( *Storyline, images, graphical elements, special effects* )
- 4) Delivery of the speech and impact on the audience  
( *Body language, interaction with the audience* )



The student demonstrates strong enthusiasm about the topic during entire presentation. Lots of eye contact, great voice volume, tone and pacing. Hand gesture and body movements that support the presentation. Significantly convinces the audience to recognize the importance of the topic.

# Rubric for assessing presentation skills

	Poor	Fair	Good	Excellent
<b>Content /Organization</b>	Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions. Sources are not mentioned	Attempts to define purpose and subject; provides weak examples, facts and/or statistics, which do not adequately support the subject; includes very thin data or evidence. Sources are sometimes mentioned	Has somewhat clear purpose and subject: some examples, Facts and/or statistics that support the subject; includes some data or evidence. Sources are mentioned.	Provides clear purpose and subject; pertinent examples, facts and/or statistics; supports conclusions or ideas with evidence. Sources are mentioned.
<b>Language</b>	Uses inappropriate sentence structures, pronunciation and/or lexis making it difficult to support the topic	Uses simple sentence structures, and/or lexis that is acceptable in supporting the topic	Uses sentence structures, pronunciation and/or lexis that is mostly appropriate in supporting the topic	Uses sentence structures, pronunciation and/or lexis that is appropriate in supporting the topic
<b>Creativity and graphic design</b> (Storyline, images, graphical elements, special effects)	The graphic design includes images and graphs that are not appropriate, don't support the storyline. The audience finds difficult to understand the ideas presented. Use of very simple ICT tools	The graphic design includes images and graphs that are appropriate for the understanding of concepts. Use of simple ICT tools.	The graphic design includes images and graphs that are relevant and support the understanding of concepts. Use of complex ICT tools	The graphic design enhance understanding of concepts and ideas. Use of complex and innovative ICT tools The presentation has excellent impact and immediately capture the audience's interest and emotions.
<b>Delivery of the speech and impact on the audience</b>	Demonstrates poor enthusiasm about the topic. Poor eye contact, inappropriate voice volume, tone and pacing. Inappropriate gesture and movement that support the presentation. Fails to increase audience understanding of knowledge of the topic	Demonstrates limited enthusiasm about the topic. Some eye contact, voice volume, tone and pacing are not constant during the performance. Little gesture and movement that support the presentation. Raises audience understanding of knowledge of some points of the topic	Demonstrates some enthusiasm about the topic. Some eye contact, good voice volume, tone and pacing. Some appropriate gesture and movement that support the presentation. Raises audience's interest of most points of the topic	Demonstrates strong enthusiasm about the topic during entire presentation. Lots of eye contact, great voice volume, tone and pacing. Hand gesture and body movements that support the presentation. Significantly increases audience's awareness of the topic; convinces the audience to recognize the importance of the topic.

Content

Language

Creativity and Design

Communication skills

# PADLET as a repository for the collection of projects



**Social and ethical problems with IT**  
Project work 3B

The screenshot shows a Padlet board with a corkboard background. At the top, there is a title bar with the text "Social and ethical problems with IT" and "Project work 3B". Below the title bar, there are six project cards arranged in two rows of three. Each card has a title, author information, and a link to a presentation or video. The cards are: 1. "Interpersonal relations" by Martina G, Giulia F, and Chiara V. 2. "Information overload" by Angela C, Ilaria G, Rebecca M, and Mariagiovanna P. 3. "DIGITAL SURVEILLANCE" by Martina P, Laura B, Giada P, and Sanaa N. 4. "DIGITAL UNEMPLOYMENT" by Kristal A, Letizia B, Denise A, and Elena M. 5. "Censorship" by Desirée, Mawadda, Emanuela, and Sharon. 6. "Erosion of cultural industries" by Federico, Zoe, Leonardo, and Giovanni. Each card includes a small thumbnail image related to its topic.

- Interpersonal relations**  
By Martina G, Giulia F, and Chiara V.
- Information overload**  
By Angela C, Ilaria G, Rebecca M. and Mariagiovanna P.  
[Link to Prezi](#)
- DIGITAL SURVEILLANCE**  
By Martina P, Laura B, Giada P., Sanaa N.  
[Link To EMAZE](#)
- DIGITAL UNEMPLOYMENT**  
by Kristal A, Letizia B, Denise A, Elena M.  
Watch the video: unemployme...  
goanimate
- Censorship**  
By Desirée, Mawadda, Emanuela, Sharon  
[Link to prezi presentation.](#)
- Erosion of cultural industries**  
By Federico , Zoe , Leonardo , Giovanni

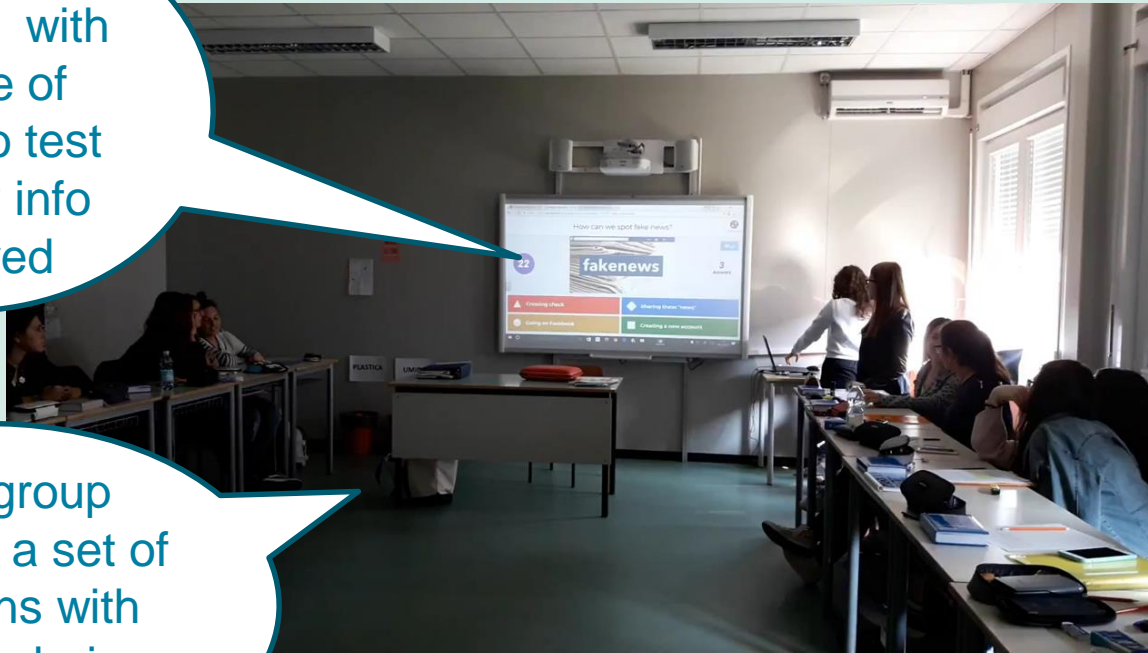


# Step 6: FORMATIVE ASSESSMENT

## Gamification with Kahoot

Online quiz (Kahoot) with the use of BYOD to test the new info acquired

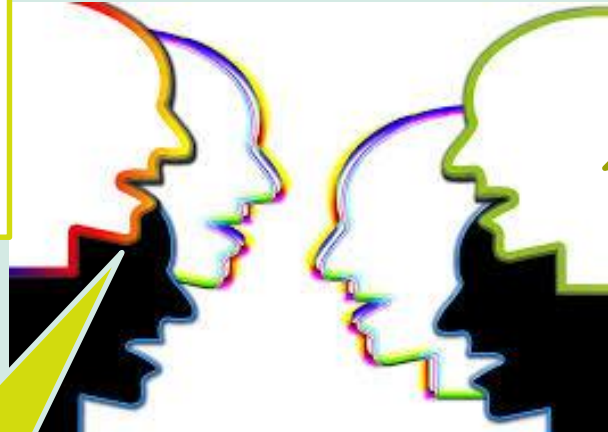
Each group prepares a set of questions with multiple choice for the class





# Step 7: Discussion

Discussing and debating encourages the development of **critical thinking**



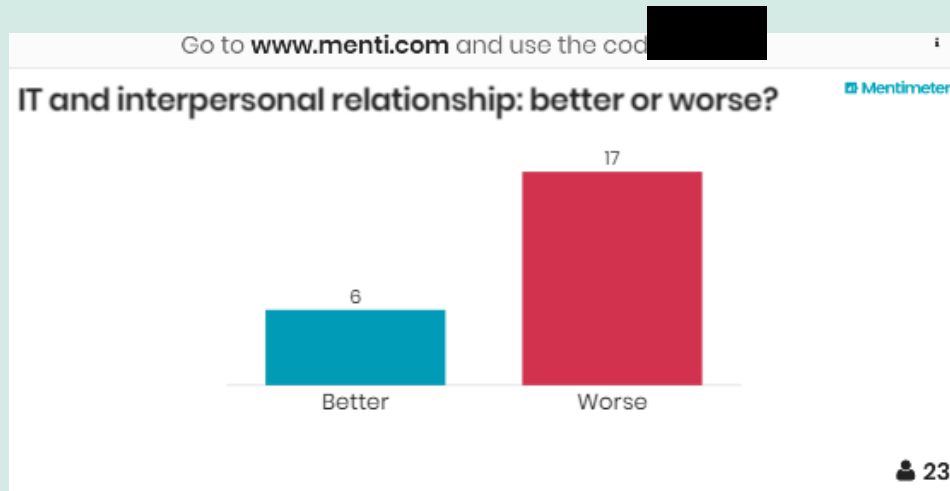
«Are you in favour of a stronger censorship on the Net?»

«Do you think that IT helps having better interpersonal relationships?»

Communication skills in terms of turn-taking, negotiating, active listening are developed

# ONLINE POLLS

The class discussion may start and finish with a survey of the students' opinion using tools like Mentimeter and BYOD



# Step 8: PRACTICE and CHECK

Before testing, a further practice is needed. Word clouds represent a good option



# Step 9: SUMMATIVE ASSESSMENT

## Back to the textbook

CULTURE

### Social and ethical problems of IT

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subversive or (in their view) immoral opinions or materials may have a damaging effect on society, and especially on more vulnerable people such as children. Should racist, violent or pornographic materials be freely available? Who should decide what is acceptable and what is not? How can websites, which may be located abroad, be controlled?

#### Surveillance

Cellphones and computers leave digital records behind them of exactly when, how and where they are used. The smartphones we carry around in our pocket is the most sophisticated tracking device ever invented. Governments and businesses (and even criminal organisations) now have potential access to enormous quantities of information about every one of us. Should companies be permitted to build up detailed profiles of people for commercial purposes? Should security services be able to demand to see the contents of our e-mails or listen to our phone calls as part of the fight against crime and terrorism? What rights to privacy and civil liberties should a citizen have? (See also p. 248, 'The surveillance industry - security or control?')

#### Unemployment

Developments in technology are leading to the disappearance of many jobs. Robots and automation have eroded manual production work in factories and a similar process is happening in service industries

too with, for example, shop assistants and bank clerks being replaced by automated systems. Now higher level managerial and professional jobs are also under threat due to advances in software and artificial intelligence. New technology has always led to new professions taking over from obsolete ones but there is a widespread sense that the current automation of work goes much further than ever before. What jobs will there be for young people in the future when self-improving self-generating robots can do everything? (See also p. 247, 'Will technology make humans redundant?')

#### Erosion of cultural industries

Digital technology can make perfect copies and then distribute them, in infinite numbers, over the Internet at almost no cost. This revolutionary capacity is having a devastating effect on traditional mass media. The music and film industries suffered first with steep declines in sales of CDs and DVDs. Now newspaper, magazine and book publishers are also being undermined by the easy availability of free material online. People have grown used to obtaining all sorts of material from the Internet without paying and so downloading pirated copies of songs or films does not really feel like stealing. The problem is that, without income from sales, how are creative talents - musicians, writers, actors etc. - going to survive? (See also p. 228, 'The web and the mass media.')



Individual study of each topic

Lexis reinforcement

Exam practice

34 Read the text and write the words in blue next to their correct definitions.

- 1 Duplicated without legal right or permission: \_\_\_\_\_
- 2 Following the trail of someone or something: \_\_\_\_\_
- 3 Designed to confuse people or give them a false idea of something: \_\_\_\_\_
- 4 Intended to damage or destroy an established system: \_\_\_\_\_
- 5 Make it more difficult for somebody to do something: \_\_\_\_\_
- 6 Making deliberately hurtful remarks to people online: \_\_\_\_\_
- 7 No longer in use and replaced by something newer: \_\_\_\_\_
- 8 The ability to identify with and understand another person's feelings: \_\_\_\_\_

KEY COMPETENCES: CIVIC LITERACY

35 EXAM PRACTICE Using your own words, explain why developments around new technology could...

- 1 ...lead to new divisions in society.
- 2 ...leave people feel more cut off from those around them.
- 3 ...make the exchange of opinions more aggressive and hostile.

- 4 ...make the spread of misinformation easier.
- 5 ...increase pressure on people at work.
- 6 ...have a damaging influence on people, especially the young.
- 7 ...make it easier for governments to control people.
- 8 ...be a threat to the jobs of many people.
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- 10 ...endanger artistic creation.

36 Listen to some news reports concerning technology and answer the questions.

- 1 How many active users of Facebook are there around the world?
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- 6 What proportion were witnesses of online hate incidents?
- 7 What percentage of Italians never use the Internet?
- 8 What is AI doing to improve this situation?

WATCH THE VIDEO AND LEARN MORE

YouTube ▶ 'The dangers of the Internet (The School of Life)' (first 5 minutes)

Which four social dangers does this video focus on? What statistics are used to justify the argument?

## FINAL WRITTEN TEST



FORMATIVE ASSESSMENT: Kahoot, Word clouds for revision, discussion

SUMMATIVE ASSESSMENT:

- students' presentation skills are assessed for oral marking
- written test (*open question about their opinion supported by new knowledge acquired, about one of the topics presented*)

# Step 10: SHARING

The final multimedia project should not remain inside the school walls but it should be made available for:

students inside and outside the school  
families and other teachers on a special  
event so that the school opens to the real  
world



Social networks





# Conclusion

A word cloud centered around the word "FACILITATOR" in large, bold, purple letters. Other words in various colors and sizes surround it, including "STUDENT-CENTERED" (red), "COMMUNICATION SKILLS" (blue), "DIGITAL LITERACY" (purple), "COLLABORATIVE-WORK" (purple), "GAMIFICATION" (blue), "CREATIVITY" (purple), "DEBATE" (blue), "RUBRIC" (red), "ICT TOOLS" (red), "CRITICAL THINKING" (purple), "KEY-COMPETENCES" (green), and "FORMATIVE-ASSESSMENT" (green). The words are arranged in a roughly circular pattern around the central "FACILITATOR" word.

**FACILITATOR**  
STUDENT-CENTERED  
COMMUNICATION SKILLS  
DIGITAL LITERACY  
COLLABORATIVE-WORK  
GAMIFICATION  
CREATIVITY  
DEBATE  
RUBRIC  
ICT TOOLS  
CRITICAL THINKING  
KEY-COMPETENCES  
FORMATIVE-ASSESSMENT



**Useful info:**

**certificates, materials,  
archives, video  
tutorials,  
calendar of events**

# 1. Certificate of attendance

**New!**

To obtain a **certificate of attendance**, valid to certify obligatory training hours:

»1«

Vai su [pearson.it/miei-webinar](https://pearson.it/miei-webinar)  
e rispondi ad alcune  
semplici domande di controllo.

»2«

In caso di esito positivo al questionario,  
scarica subito l'attestato.

**2. All materials and video lessons are available in the Pearson Education Library:**



### 3. Upcoming webinars on [pearson.it/pearson-academy](https://pearson.it/pearson-academy)



# Pearson Academy Facebook page

## Follow us on Facebook!

You can stay up to date on upcoming training events. Receive articles and news on Italian schools and International schools and much more.

Fan page

## Pearson Academy – Italia



Facebook interface showing the Pearson Academy - Italia page. The page header includes the name "Pearson Academy - Italia" and a search bar. The profile picture is the Pearson Academy logo. The cover photo features a smiling woman with long blonde hair making an "OK" hand gesture. The main post is titled "#CartadelDocente Per la tua formazione, scegli l'esperienza di Pearson!" and includes text about the Carta del Docente and a 500 Euro bonus. The post has 24 shares and a comment input field.

**Thank you for joining  
us!**

IMPARARE SEMPRE