



## Curriculum Digital Europe



Our project is to prepare students to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including social/cultural, environmental and economic factors. During our project the students' experiences led to the following curriculum that can be incorporated into the schools' standard curricula as well as being used in a modular fashion.

### Curriculum: Critical Reading

Subject-Knowledge	Understanding	Communication	Assessment & Dissemination
<ul style="list-style-type: none"> <li>● recognize types of unreliable information online (fake news, propaganda, clickbait, conspiracy theory, pseudoscience, misinformation, error, etc.)</li> <li>● interpret advertising for secondary messaging</li> <li>● social justice, access to the internet, and access to platforms</li> <li>● personal values and choices to be made on the internet</li> <li>● character building: social intelligence, self-regulation and curiosity on the internet</li> <li>● fact checking sources</li> </ul>	<ul style="list-style-type: none"> <li>● create poster to communicate about types of unreliable information</li> <li>● practice reading and analyzing pseudoscience texts, identifying their hallmarks</li> <li>● explore the messaging behind advertisements through acting and theater games</li> <li>● explore social justice questions of the internet through a live action role playing game</li> <li>● explore personal values questions and character building through interactive workshops</li> <li>● learn about media responsibility and fact checking through interactive visit to local newspaper</li> </ul>	<ul style="list-style-type: none"> <li>● learn vocabulary around unreliable information on the internet and apply it to practice critical reading of pseudoscience texts and media texts</li> <li>● use appropriate vocabulary to discuss internet phenomena and personal experiences</li> <li>● present about your country and the week's activities using appropriate methods, such as PowerPoint presentation with notes or script.</li> <li>● communicate about internet topics through acting and theater games</li> </ul>	<ul style="list-style-type: none"> <li>● demonstrate understanding of new concepts through presentations</li> <li>● appreciate the power and limitations big data and consider any ethical issues which may arise</li> <li>● evaluate the impact of big data through filter bubbles.</li> </ul>

## Curriculum: Big Data

Subject-Knowledge	Understanding	Communication	Assessment & Dissemination
<ul style="list-style-type: none"> <li>● Big data: threads and possibilities. Chances on the internet.</li> <li>● Describe filter bubbles where everybody is in on the internet</li> <li>● Opinion dynamic on internet: how data can be used explain the dynamic opinions</li> <li>● Artificial intelligent in justice and drawing</li> <li>● Describe the development of games from 1971 until 2021</li> <li>● Working with GIS (Geographic information system)</li> </ul>	<ul style="list-style-type: none"> <li>● use a variety of models such as representational, spatial, descriptive and computational to decide on an appropriate use of big data</li> <li>● Threads and possibilities of big data in               <ol style="list-style-type: none"> <li>1. Music industry</li> <li>2. Football</li> <li>3. Healthcare</li> <li>4. Mobility &amp; transportation (including logistics)</li> <li>5. Environmental issues and / or weather</li> <li>6. Agriculture</li> <li>7. Smart homes</li> </ol> </li> <li>● develop the skills to criticize and refine their own ideas on the influence of big data in our society</li> <li>● design and developed an innovative poster that meets the success criteria agreed by the group. It demonstrated the threads and possibilities of big data</li> </ul>	<ul style="list-style-type: none"> <li>● use scientific vocabulary, terminology and definitions in English.</li> <li>● present big data subject using appropriate methods, such as PowerPoint (poster), written story, comic story, short movie.</li> <li>● recognise the importance of peer review of results and of communicating results to a range of audiences and give subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively</li> <li>● appreciate the power and limitations big data and consider any ethical issues which may arise</li> <li>● evaluate the impact of big data through filter bubbles.</li> </ul>

## Curriculum Social Media

Subject-Knowledge	Understanding	Communication	Assessment & Dissemination
<ul style="list-style-type: none"> <li>● Social Media: definition and collection of platforms</li> <li>● Analysis of different Social Media Platforms, including the aims, the history of invention, the use, the target group</li> <li>● chances and risks of different social Media Platforms</li> <li>● handling data on Social media platforms</li> <li>● Media and Art: How do artists express their opinion on digital development in society by using digital tools ?</li> </ul>	<ul style="list-style-type: none"> <li>● Creating BLOGs about different Social Media Platforms including information on the function, use, target groups and the history of the specific platforms</li> <li>● Analysis of the Film "The Social Dilemma", including chances and risks of social media, writing of a movie review</li> <li>● creating a leaflet on how to use Social Media for younger students, including a so called "Netiquette"</li> <li>● developing a workshop for younger students including skills to understand the risks and chances of Social Media in a group and in our society</li> <li>● visiting a Media Art Museum and getting in touch with different approaches of Media Art, dealing with digital topics</li> </ul>	<ul style="list-style-type: none"> <li>● use scientific vocabulary, terminology and definitions dealing with Social Media Platforms in English.</li> <li>● present social media subject using appropriate methods, such as PowerPoint (poster), written story, comic story, short movie.</li> <li>● create a questionnaire to develop a statistics about the Social Media use in a group</li> </ul>	<ul style="list-style-type: none"> <li>● develop their ability to understand the specific effects of communication via Social Media Platforms in contrast to real communication</li> <li>● appreciate the power and limitations of Social Media and consider any social issues which may arise in a small group or in a society in general</li> <li>● evaluate the impact of Social Media on our everyday live</li> </ul>