



# Leaving Certificate Applied LCA English and Communications

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Participant Workbook

Day 3

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# Participant Booklet

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# Session 1: 9.30 - 11.00

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## Key Messages

Below are the key messages for today's seminar:

### Key Messages



Courses in LCA are inherently transdisciplinary, authentic and relevant to the current and future needs of all students

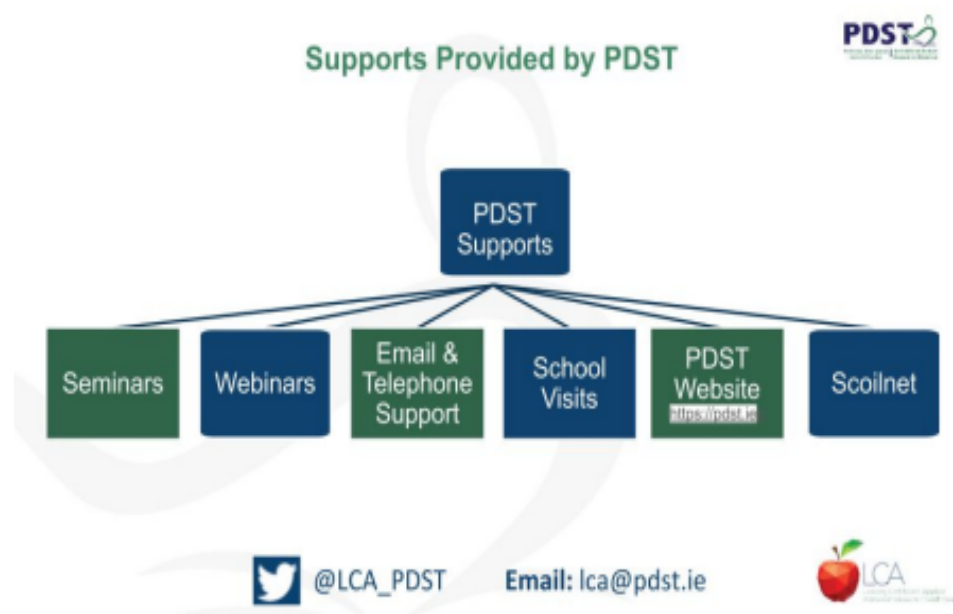
LCA courses support the use of a wide range of inclusive, differentiated, experiential teaching and learning approaches

The LCA English and Communications module descriptor supports the critical appraisal of online sources, the understanding of digital rights and effective and creative online communication

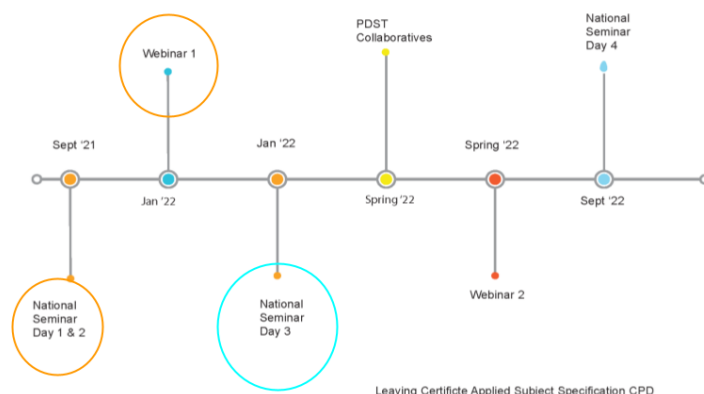
Universal Design for Learning (UDL) aims to cater for the diversity of learners in our LCA classrooms by removing barriers to learning thus improving the educational experience of all students.

## PDST Supports for Introduction of English and Communications Descriptor

Implementation of the module descriptor will be supported by a programme of Continuing Professional Development (CPD) provided by the Professional Development Service for Teachers (PDST). The provisional CPD schedule can be seen below:



## CPD for Revised Module Descriptors



## Review since Day 1 - (Activity A)

Please answer the following questions about your LCA English and Communications classroom.

What has worked well for you?

What was the main challenge?

What would you do differently?

## Module 2 Communication and the digital world (Activity B)

Think, Pair, Share

Read pages 35-39 of the Module Descriptor. Please write down your personal notes, your shared thoughts with your group of unfamiliar key terms or concepts of each unit within your group. What would you like to know more about?

<b>Unit title:</b>	<b>What is unfamiliar to me?</b>	<b>What is unfamiliar to my colleague ?</b>	<b>What would we like to know more about?</b>
1. Digital Identity			
2. Digital Safety			
3. Digital citizenship and global communication			

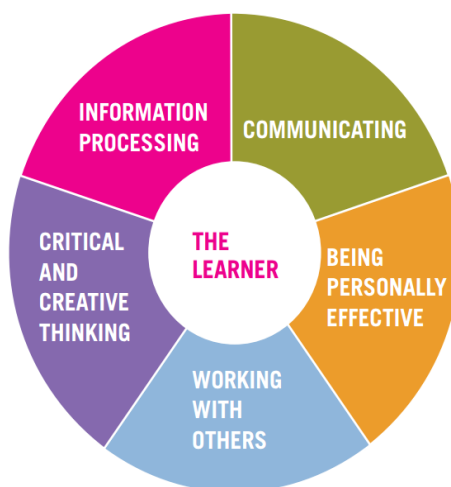
## Key Skills

The communications skills in the English and Communications descriptor will feature throughout students' lives as 21st century citizens, and indeed across their learning in other LCA courses. LCA presents a multitude of cross-curricular opportunities to build on what has been developed at junior cycle. Many of the senior cycle key skills identified in module descriptor are also 21st century skills.

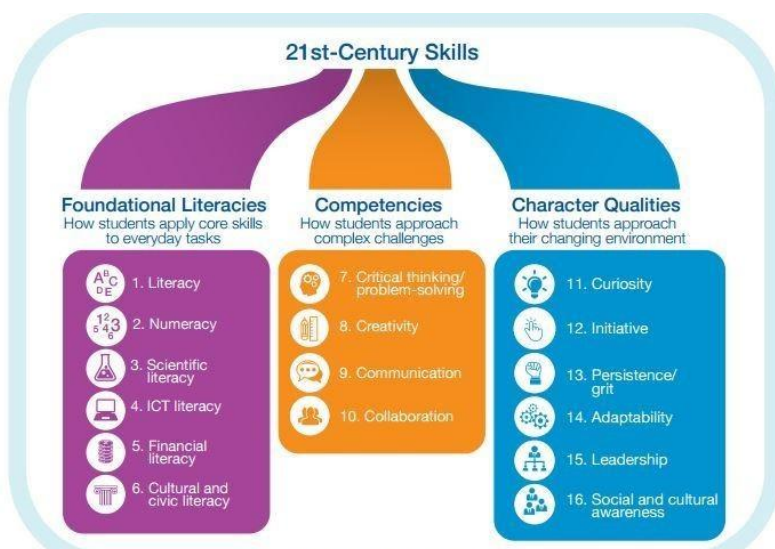
### Junior Cycle Key Skills



### Senior Cycle Key Skills



## 21st Century Skills





## Multimodal Activities (Activity C)

### Students working with multimodal texts



## Multimodal Texts

### 1. Response to Powtoon Video 'Multimodal texts' (Activity C)

<https://www.youtube.com/watch?v=se3G8LV40gg>

Use the star diagram below to note the key points from the video.

You could add images to create a multimodal text of your own.

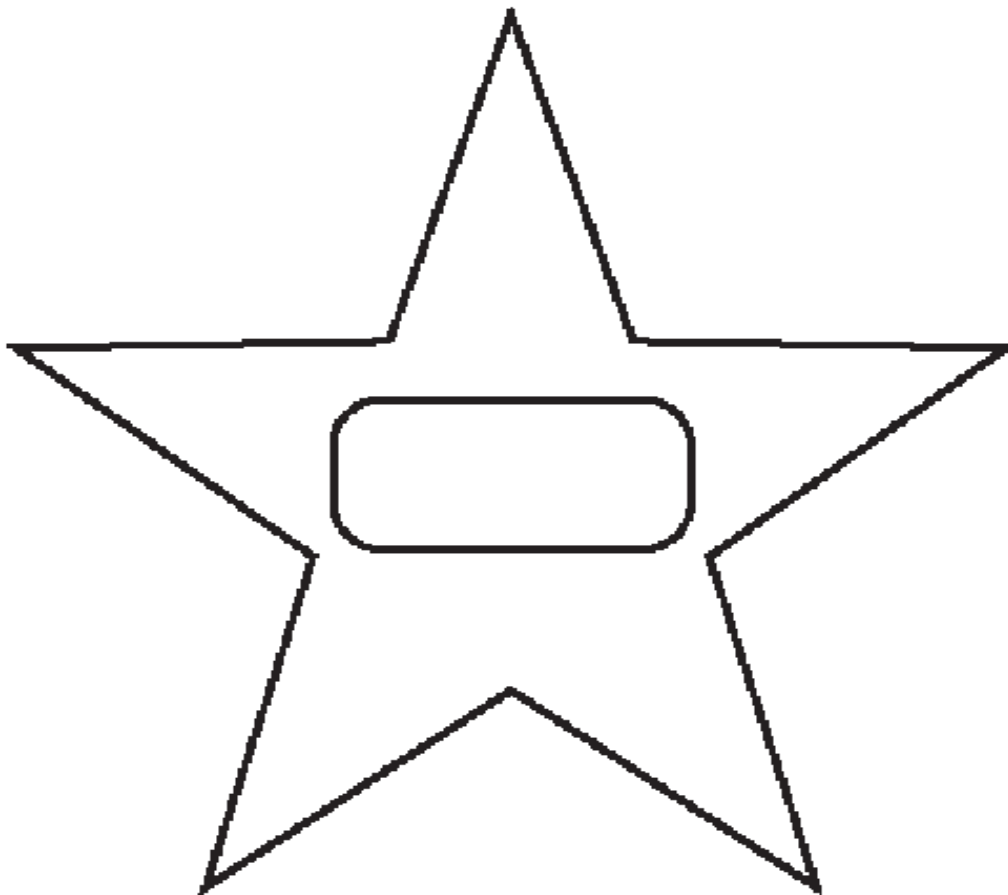


Image from Graphic Organisers and other Literacy, Numeracy and AfL Strategies in Teaching and Learning

<https://pdst.ie/sites/default/files/PDST%20GRAPHIC%20ORGANISER%20ENG%20FINAL.pdf>

## 2. Keep your goals to yourself - Derek Sivers -TED talk (Activity D)

[https://www.ted.com/talks/derek\\_sivers\\_keep\\_your\\_goals\\_to\\_yourself?language=en#t-3914](https://www.ted.com/talks/derek_sivers_keep_your_goals_to_yourself?language=en#t-3914)


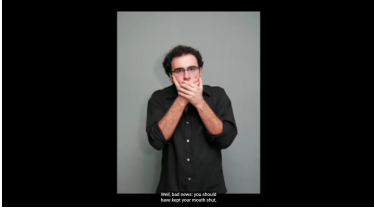
In pairs/groups.

Before you watch the video look at the accompanying images.

- What do you see?
- What information are the images trying to convey?

After watching the video look at the images again.

- Did they reinforce or distract from what the speaker was trying to say?

	Before	After
		
		
		
		

 <p>© 2015 Pixar Animation Studios</p>		
 <p>© 2015 Pixar Animation Studios</p>		
 <p>© 2015 Pixar Animation Studios</p>		

3. [https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/professional-learning/digital-and-multimodal-texts#tabs\\_12244762612](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/professional-learning/digital-and-multimodal-texts#tabs_12244762612)

Advertisement as Multimodal text (Activity E)

YouTube f #safetywins

www.monaghan.ie  
Safe Drivers are Always Winners

TOTAL

SCAN 1822.COM

www.DANIELMCKENNA.net

Danel McKeenel

# Keep The Race In Its Place

- Go safely there - leave plenty of time to arrive alive
- Only watch from a safety zone
- Between stages and afterwards follow the drivers' lead by driving within the speed limits
- Stay belted-in
- Never ever drink and drive

**safety wins**

Motorsport Ireland

FIA ACTION FOR ROAD SAFETY

RSA

Udarás Um Shabhailíneacht Air Bliodóire  
Road Safety Authority

<https://www.fia.com/news/keep-race-its-place-%E2%80%93-motorsport-ireland%E2%80%99s-contribution-road-safety>

Based on the exemplar of the analysis of the ‘I’m counting on you’\* poster, comment on the above poster under the following headings:

- Colour
  
  
  
  
  
  
  
  
  
- Image
  
  
  
  
  
  
  
  
  
- Language
  
  
  
  
  
  
  
  
  
- Audience
  
  
  
  
  
  
  
  
  
- Symbols

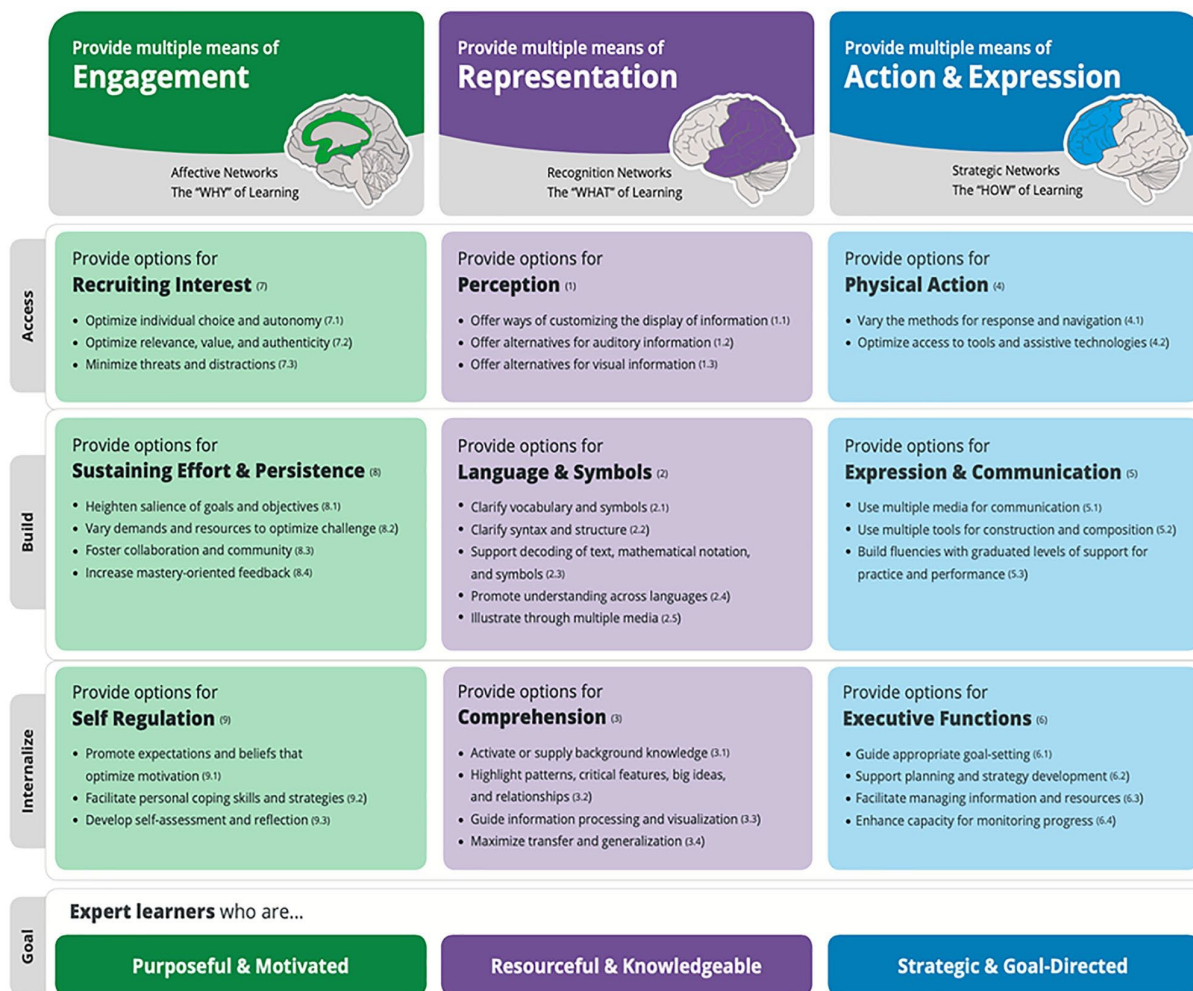
[\\*https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/E/S1S3/professional-learning/digital-and-multimodal-texts#tabs\\_12244762612](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/E/S1S3/professional-learning/digital-and-multimodal-texts#tabs_12244762612)

# Universal Design for Learning

Here you will find an image of a poster from CAST ( <https://www.cast.org/>) which outlines the 3 tenants of UDL which are Engagement (The Why), the Representation (The What) and the Action and Expression (The How).

UDL can be divided into three guideline areas.

- To provide multiple means of engagement, the "WHY" of learning.
- To provide multiple means of representation, the "WHAT" of learning
- And to provide multiple means of action & expression, The "HOW" of learning



CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>

## Universal Design for Learning (Activity F)

Please consider the 3 students from among the student profile within your LCA English and Communications class , one student who needs **little** support, one student who requires **some** support and another student who requires **more** support. How would you approach engagement with each of these students using the principles of UDL and multimodal texts?

**Student 1.**

**Student 2.**

**Student 3.**



## Session 2: 11.15 - 1.00

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### Digital Literacy Video Quick Write (Activity G)

What did you find interesting?

What did you learn from the video?

Where will you use the information from the video?

## Evaluate a digital text activity

Choose from one of the websites listed below and use the following template to evaluate it (Activity H)

<http://allaboutexplorers.com>

<http://dhmo.org/>

<http://zapatopi.net/treeoctopus/>

<http://zapatopi.net/afdb/>

<https://buydehydratedwatercom.weebly.com/>

<http://thedogisland.com>

<https://www.theonion.com/dolphin-spends-amazing-vacation-swimming-with-stockbroker>

[glaciers made of nothing but ice](#)

## EVALUATING WEBSITES

### CURRENCY

What is the website publication date?

When was it last updated?

Is it still current/relevant?

How recent do I need the information to be for my inquiry?

Are any of the links out of date/broken?

Is the site easy to navigate?

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### RELIABILITY

Is the website hosted by a reputable source?

What kind of information is included?

How complete is the information?

Is there data, sources, graphs, charts, quotations to back up any claims?

Are there references for the information provided ?

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**AUTHORITY**

Who wrote the information?

What are the author's credentials?

Does he/she provide contact information (email or phone number)

Is there a header/footer showing to whom it is affiliated?

**EVALUATING WEBSITES**

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**PURPOSE**

What is the purpose of the website? Why does it exist?

Can you distinguish fact from opinion in the information?

Does the website present error-free, accurate information?

Are there a lot of advertisements?

Is the language level and depth of information suitable for the audience ?

Is the information presented unbiased?

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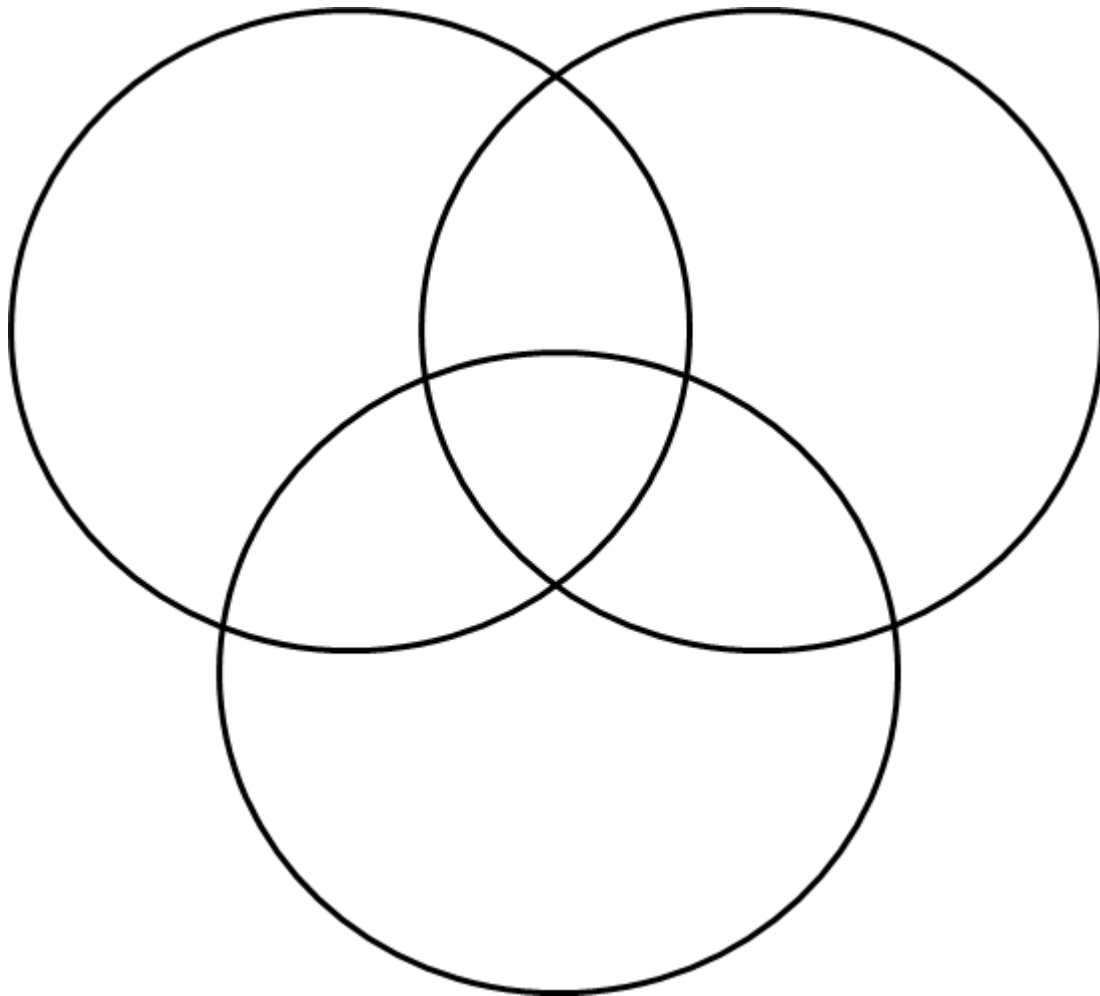
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## Planning prompt guide for visiting carousel stations

Learning Outcomes	Differentiation: consider your students & context to remove barriers	Methodology: Integrated language: reading writing oral strategies	Resources & texts	Transdisciplinary LCA links	Assessment	Reflection

## Carousel Activity 1:

Use the evaluative templates and Venn diagram to compare and contrast digital texts on specific topics (topic suggestions on p.22)



Venn Diagram Graphic Organiser for comparing digital texts

[https://www.edutopia.org/sites/default/files/thinking\\_prompts.pdf](https://www.edutopia.org/sites/default/files/thinking_prompts.pdf)



### **Carousel Activity 1:**

Use the template and Venn Diagram to compare digital texts on Ireland's Climate Action Plan 2021

[Department of the Environment and Communications multi-modal Climate Action Plan](#)  
Irish government digital text including infographic.

[Spun Out RTE Ecolution podcast](#)

Spun Out & RTE podcast on COP26 when Ireland introduced its Climate Action Plan. Accompanied by a factsheet written by and for young people.

[Ireland nowhere near meeting its climate goals](#)

[Irish Independent](#)

[Silicon Republic](#)

[Social Justice Ireland](#)

[BBC article](#)

How Ireland's Climate Action Plan is reported on in the international media

[Green News](#) Irish Environmental Network's questioning approach

**Question:** Will *Climate Action Plan 2021* enable Ireland to meet its climate change goals?

### **Other possible topics**

- Do video games harm your eyes?
- Do decorative contact lenses harm your eyes?
- How do snacks affect heart health?
- Can listening to high volume levels on headphones cause hearing loss?
- How do energy drinks affect heart health?
- Is third hand smoke dangerous to lung health?

Locate websites related to the above topics and use the template and graphic organiser to evaluate, compare and contrast the information in the digital texts to answer the question.



## Carousel Activity 2: Cyber Bullying

How would you use this video in your classroom to support students to understand and recognise cyberbullying and be able to implement strategies to address the issue?

## Carousel Activity 3:

Use a digital mind map or a graphic organiser to create your top 10 tips for effectively managing a social network identity. Consider how to present your tips; podcast or voice note, a blog etc.

[Stimulus: Teen Vogue editor regrets tweet](#)

[Collaborative mind mapping](#)

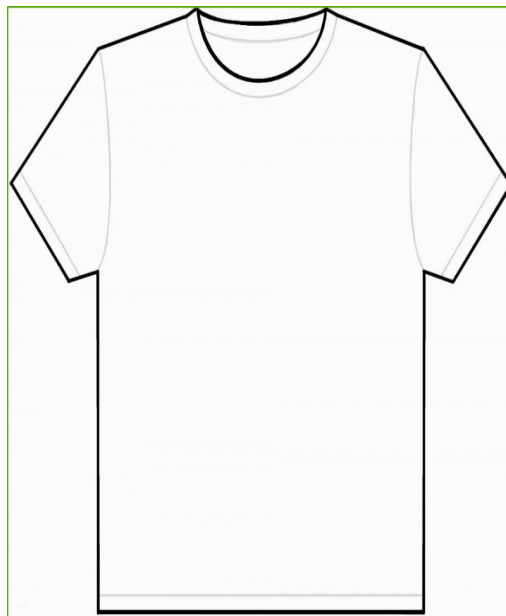
[Graphic Organisers PDST](#)



### Carousel Activity 4:

Do the Granny test below to (re)consider the personal information you share online. Is there anything on your social media platform that you wouldn't put on a t-shirt? Why? Imagine you had to write personal information on a t-shirt and wear it for the rest of the day. What information would you be willing to publicly share with people you don't know? Write the information from the boxes on the t-shirt template provided.

Name	Qualifications	Personal email	Marital/relationship status
Age	Workplace	Interests	Favourite football team
Profession	Home Address	Partner's name	Favourite band
Name of best friend	Favourite pub	Last holiday	Last night out



### **Reflection**

What information were you comfortable sharing?

What did you not want to share?

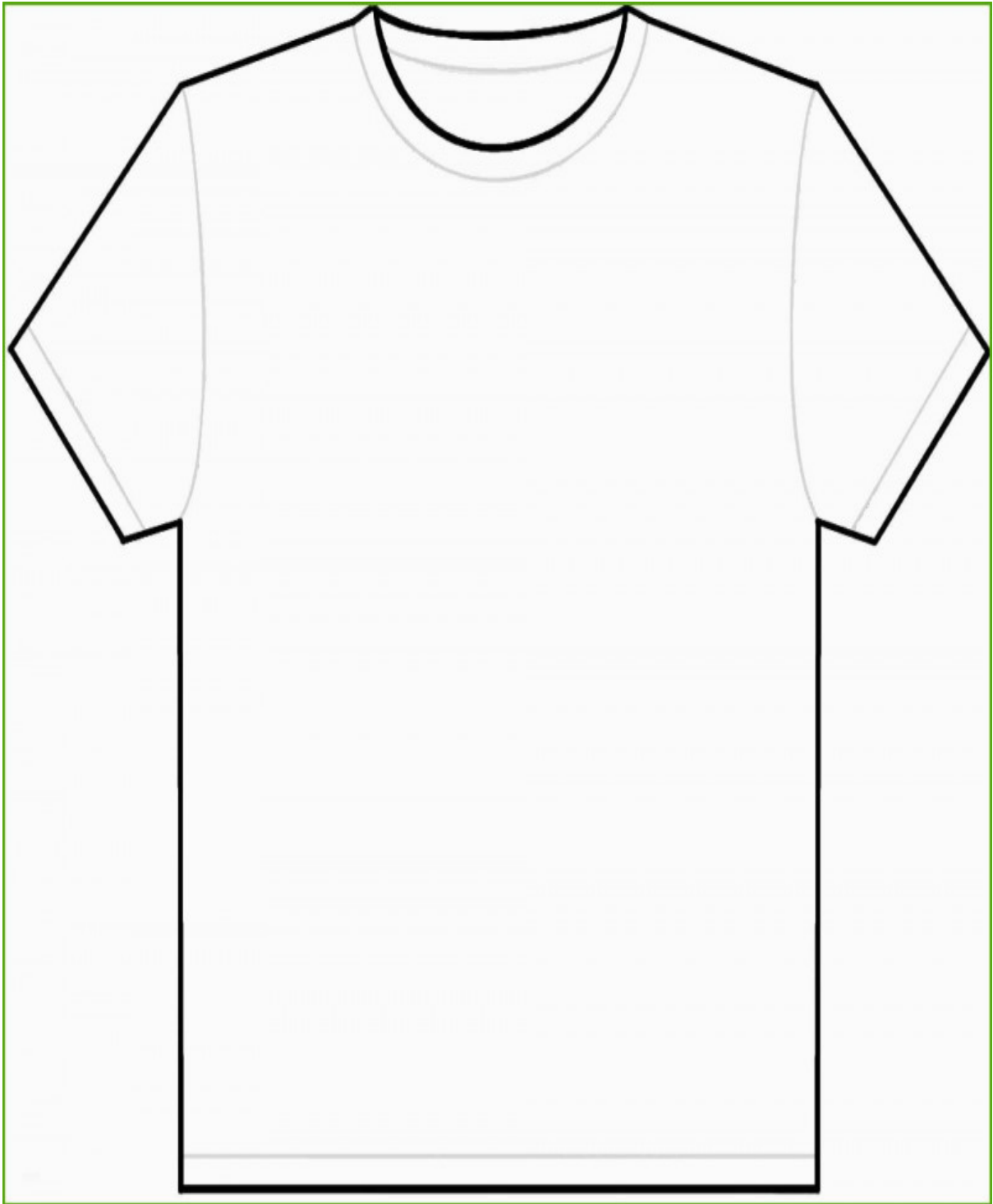
Take a few minutes to check your own social media sites.

Of the information that you didn't want to share on a t-shirt, how much of it is publicly available on your social media site?

### **Discussion**

Is there a difference between what you publicly share online and in real life?

Do you take any steps to control what information you share with other people online?



### **Carousel Activity 5:** Jigsaw approach to create a class Digital Safety Charter

The aim is for groups to work collaboratively to create a whole Class **Digital** Safety Charter using the Universal Declaration of Rights in child friendly language as a blueprint.


Each group should become expert in one of the areas listed in the table below:

- Guarding information online
- Managing a social network identity
- Strategies against online bullying
- Ethical concerns
- Online consumer awareness

Groups do this by exploring the links in the relevant box on p.28 of the participant booklet and deploying other relevant resources.

After researching their area, each group should propose **five** points from their area of 'expertise' for a whole class Digital Safety Charter, a central document collating all of the proposed digital safety rights.

Each expert group will explain their reasoning for their five points for the Digital Safety Charter to all of the groups combined, pooling their expertise.

<p>1. How to guard information</p> <p><u>Webwise manage privacy</u></p> <p><u>Webwise protect yourself</u></p> <p><u>ISPC</u></p> <p><u>Guarding financial information</u></p> <p><u>Children's Rights Alliance online rights</u></p>	<p>2. How to manage a social network identity</p> <p><u>Social networking advice for teenagers</u></p> <p><u>Family Online Safety Institute</u></p> <p><u>Oversharing</u>                      <u>15 tips</u></p> <p><u>The Story of Justine Sacco</u></p> <p><u>Stimulus: Teen Vogue editor regrets tweet</u></p>
<p>3. Strategies against digital bullying</p> <p><u>What is cyber bullying?</u></p> <p><u>Dealing with cyberbullies</u></p> <p><u>NYCI Coco's Law</u></p> <p><u>Strategies nyci</u></p> <p><u>Spunout strategies</u></p> <p><u>Garda.ie</u></p>	<p>4. Ethical concerns</p> <p><u>Webwise</u></p> <p><u>Spotting False Information</u></p> <p><u>The Full Picture</u></p> <p><u>Media Smarts</u></p> <p><u>Algorithms</u></p> <p><u>Echo chambers</u></p>
<p>5. Online consumer awareness</p> <p><u>CCPC scams</u></p> <p><u>Money Matters</u></p> <p><u>Consumer rights online spun out</u></p> <p><u>Big Data</u></p>	 <p><b>CONVENTION ON THE RIGHTS OF THE CHILD</b></p>

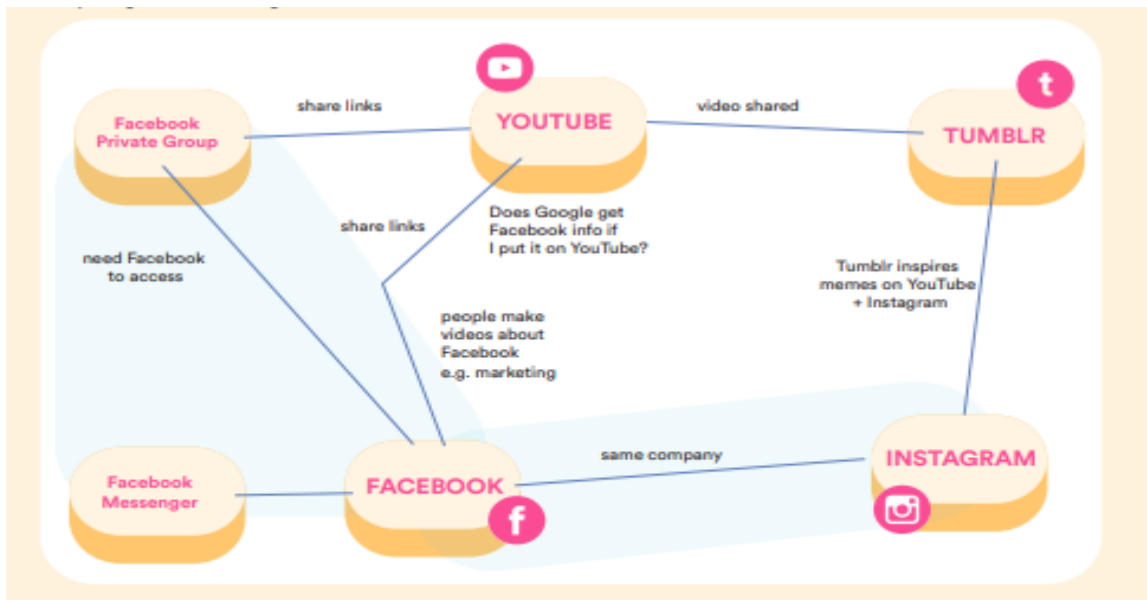
## Session 3: 2.00 - 3.30

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### Mind Mapping Global Digital Platforms

The accompanying images and templates are taken from 'Connected - An Introduction to Digital Media Literacy' p.13-17. They guide the teacher and students through the process of mindmapping global digital platforms and how they interact with each other. The resource can also be downloaded here -

<https://www.webwise.ie/teachers/connected/connected-introductory-lesson/>



Sample digital web matrix

# Worksheet A:

## Digital Webs: Investigating how social media sites are connected.

1. Match the following terms with the correct definitions below:

Terms
A. Social media
B. Platforms
C. Apps
D. Websites
E. Content

Definitions
1. Refer to software used on smartphones, tablets and other mobile devices. They are usually available through application distribution platforms such as the Apple App Store and Google Play.
2. Are a collection of world wide web pages containing links to each other. They can be created by an individual, government, business or organisation to serve a variety of purposes.
3. Refers to any material on the internet, including text, images, animations, sounds and videos. It is part of the user experience online.
4. In this case refers to a base upon which social media services and technologies are developed including features such as news feeds, friends or followers, ability to message, upload videos or pictures to message.
5. Refers to a variety of websites or applications that allow users to create and share content and communicate with each other online.

For example E = 3

Terms	Definition
E	3

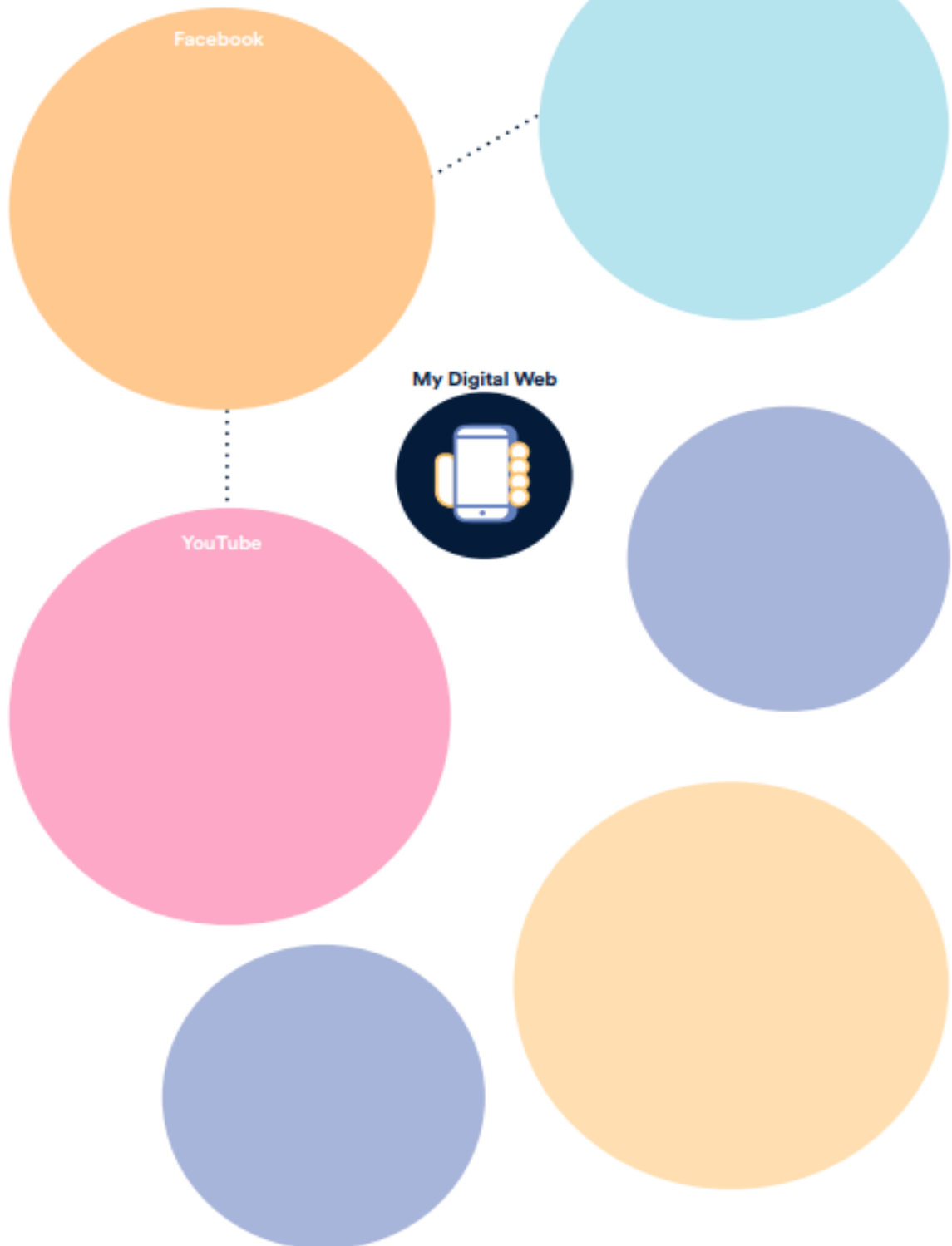


2. a) List all the social media platforms, apps, websites and other digital media you are familiar with. Use the table below to find out how they are linked together by how we use them and their relationship with each other.

Name of Social Media Platform	Features/Content	Is it related to any other platforms? How?	Connected by our actions
YouTube	Video-sharing website or app; Users can upload and watch videos	It is owned by Google	YouTube videos are commonly shared on other social media sites
Facebook			



2. b) Draw a digital web to show how each of the app, platforms, websites you listed on the previous worksheet are connected to each other.



## Digital Citizenship

Students may have an understanding about their own personal rights and responsibilities when for example they encounter cyberbullying on a personal level.

Drawing upon material they have encountered online or in another course such as Social Education students and teachers can co-create prompts for discussion and debate.

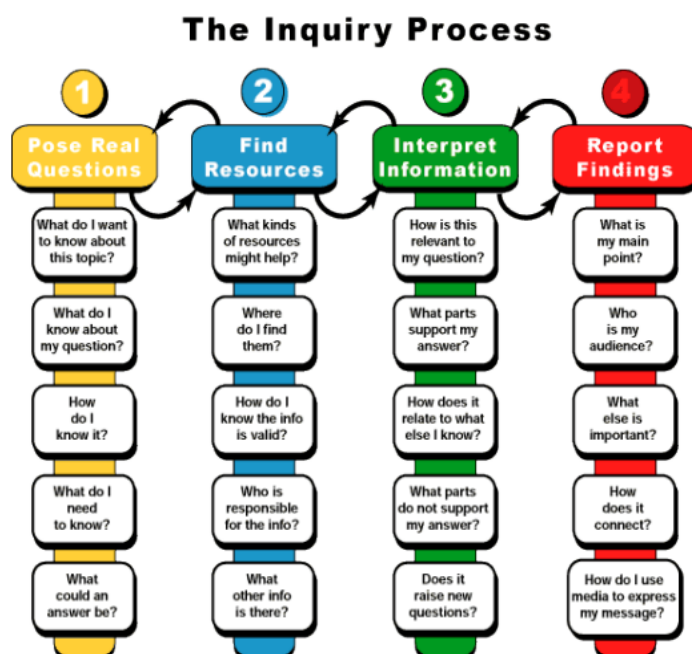
As each prompt is revealed students can debate, discuss and decide what their response should be. Care should be taken as to the nature of the prompts.

This can be an individual, group or whole class activity carried out as a worksheet, placemat or walking debate.

<b>IGNORE</b>	<b>BLOCK</b>
<b>REPORT</b>	<b>ENGAGE</b>

# Inquiry-based learning

## An Overview of the process



© 2016 Education Development Center, Inc.

[http://youthlearn.org/wp-content/uploads/Inquiry\\_Based\\_Learning.pdf](http://youthlearn.org/wp-content/uploads/Inquiry_Based_Learning.pdf)

This article provides a rationale for using inquiry-led research in the classroom as it focuses on asking and answering questions that learners ‘honestly care about’. As the learners formulate the questions themselves they are more motivated to find out the answers. The role of the teacher is to ‘guide the kids in finding the answers themselves and encourage them to ask new ones’. The teacher or ‘instructor’ assumes the role of coaches, guides and facilitators. As it is constructivist in nature it focuses on the process - the ‘how to learn’ as well as the finished product.

Student choice encourages motivation and a sense of ownership. Research can be carried out individually or in groups and works best in an interdisciplinary and collaborative learning environment. By building on existing knowledge and structuring self-directed learning it enhances self esteem.

Whilst there are many ways to approach an enquiry based project this article draws upon the work of Dr Cornelia Brunner of the Center for Children and Technology who breaks it into four main parts:

- Posing Real Questions
- Finding Relevant Resources
- Interpreting Information
- Reporting Findings

It also provides a series of simple planning templates which teachers can use to help learners identify and refine their questions.

### **Step 1 - Posing Real Questions**

At this stage the teacher's role is to help students arrive at their 'real' questions about the topic. It involves examining issues such as

- What do I want to know about this topic?
- What do I need to know?
- What do I know already and how do I know it?
- What might a possible answer be?

Brunner provides three templates to assist learners in the process of 'Getting started, by identifying preliminary questions and information', 'Planning, by specifying unknowns and hypotheses' and 'Focusing, by refining the primary question'.

Are there any other techniques that might be useful at this initial stage?

What skills are the learners engaging in? Group work, brainstorming, discussion, prioritization?

## Step 2 - Finding Relevant Resources

Here the learners should focus on finding and assessing sources of information - 'Between the question and the answer are sources of information'.

- What kinds of sources might help?
- Where do you find them?
- How do you know the information is valid?
- Who is responsible for it?
- What other information is there?

'Answering questions like these begins the process of assembling and then assessing evidence to ultimately answer the inquiry. The key distinction in this phase is that the learner must be kept focused not on finding the answer but on finding sources that might have information that could lead to the answer. Sources of information include books, people, experiments, Web pages and discussion groups on the Internet. Although finding source material can sometimes be the easiest part of the process, assessing the information is trickier.'

As well as accessing sources on the internet students can conduct a survey, interview a teacher, invite a guest speaker, consult the library.

What other sources are available?

'Learners must be taught the skills to collect bits of partial answers and assess their validity' Brunner provides templates so that students can 'record all the information bits they find for future interpretation'.

- Identifying and Mapping Possible Resources
- Evaluating Resources

### Step 3 - Interpreting Information

This is where students may need help evaluating information applicability to the original inquiry question.

- How is this information relevant?
- How does it relate to what else we know?
- What parts support the hypothesis and what parts do not?
- Does it raise any new questions?

The templates provided may help make sense of all the data:

- Tracking What Fits and What Doesn't
- Assessing Preliminary Answers
- Making Sense of multiple pieces of information

During stages 2 and 3 'students continue to refine their real question and, one hopes, find an answer, although that answer may not be as simple as they originally thought.'

### Step 4 - Reporting Findings

The reporting stage in an inquiry activity contrasts with traditional education methods. The emphasis should be on telling a particular audience the personal story of the "learning journey," rather than just recounting the facts'. The objective is not to state the answer but to tell how this student arrived at this answer.

Students should share their findings and the process of their inquiry with a real audience be that their class, staff members or others.

The report can appear in any number of forms - a multimodal format such as a presentation, poster, slide show, podcast etc.

In this way there are opportunities to link:

**Learning objective 2:** Conduct enquiry-led research into a global digital communication platform

**Learning objective 3 :** Understand, comprehend and analyse multimodal texts.

Together they will lead to:

**Key Assignment 3** : Research a global communication platform using online resources\* and present your findings.

\* Students can use other resources as well as online resources





Some useful 'Inquiry Based Learning: Tips for Teachers' can be found on pages 82-91 of the PDST Handbook: 'An Integrated Approach to Learning, Teaching & Assessment'

[https://pdst.ie/sites/default/files/Integrated%20Approach\\_0.pdf](https://pdst.ie/sites/default/files/Integrated%20Approach_0.pdf)

## A Selection of Planning Templates from:

'Inquiry-based learning: An approach to educating and inspiring kids - YouthLearn

### QUESTIONS 1

 <b>I want to know:</b>	 <b>I think maybe:</b>
 <b>I already know:</b>	 <b>I don't know:</b>





### QUESTIONS 3

<b>?</b> <b>My main question:</b>	<b>★</b> <b>Another question:</b>
<b>★</b> <b>Another question:</b>	<b>★</b> <b>Another question:</b>
<b>★</b> <b>Another question:</b>	<b>★</b> <b>Another question:</b>


Further templates available at:

[http://youthlearn.org/wp-content/uploads/Inquiry\\_Based\\_Learning.pdf](http://youthlearn.org/wp-content/uploads/Inquiry_Based_Learning.pdf)

## Planning a unit of work in LCA English and Communications

(Activity I)

<b>Title of module:</b> <b>Title of Unit (Pick 1) :</b>	Communication and the Digital World Unit 1 : Digital identity Unit 2 : Digital safety Unit 3: Digital citizenship and global communication
<b>Duration of module</b>	What will the duration of your module be?
<b>Aims</b>	<i>“The aim of this module is to extend and refine media skills used by students to communicate. Texting, posting, linking and sharing media are everyday activities for students. The purpose of this module is to explore how to access information online, critically appraise and challenge the validity of sources, understand their rights and responsibilities online and learn how to communicate effectively and creatively online. The skills taught in this module will include reading, writing and oral communication skills in an online setting.” (p.35 LCA English and Communications)</i>
<b>Senior Cycle Key Skills</b>	What skills will this module promote and develop? (p.15-17 LCA English and Communication module descriptor)

	
<p><b>Universal design for Learning</b></p> <p>UDL provides flexibility in the way information is provided, in the way learners respond or demonstrate knowledge or skills, and in the way learners are engaged. The focus is on fixing or preparing the lesson in anticipation of all learners' needs.</p>	<ul style="list-style-type: none"> <li>• Am I offering multiple means of engagement to tap into learners interests and increase their motivation?</li> <li>• Am I giving learners various ways of acquiring information and knowledge?</li> <li>• Am I providing learners with alternatives for demonstrating what they know/ understand/ can do?</li> <li>• How can we establish and promote an inclusive classroom culture that celebrates and supports different skills, attitudes and values in the room?</li> <li>• How can we include planning for digital literacy development to include the dialogic classroom, critical literacy, oral language development etc?</li> </ul>
<p><b>Course Outline</b></p>	<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• What knowledge, skills, understanding and values will students be able to demonstrate after a period of learning?</li> </ul>

	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• What will students know, understand and identify as successful learning having engaged with this module?</li> <li>• How will the success criteria be communicated with students?</li> <li>• Success criteria are developed by the teacher and/or the student(s). Co-construction of success criteria linked to agreed learning outcomes, may be engaged in with students.</li> </ul>
	<p><b>Teaching &amp; Learning Methodologies</b></p> <ul style="list-style-type: none"> <li>• What teaching and learning methodologies will be used within this module?</li> <li>• <u>Some ideas:</u></li> <li>• Discussion and evidence research based debate, for example; Four corner debate</li> <li>• Building subject literacy through co-creating understanding of key terms.</li> <li>• Collaborative digital research.</li> <li>• Group work, for example; Jigsaw Method, Think-Pair-Share etc.</li> <li>• Critical analysis of documents, data, websites and other evidence.</li> <li>• Use of a variety of contemporary media.</li> <li>• Reflective Practice, for example; Reflective journal or Digital portfolio.</li> </ul>
	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• What resources will be used in the teaching and learning of this module?</li> <li>• Resources and links can be found on p. 49 of this booklet and p.56 of the LCA English and Communication module descriptor.</li> </ul>

	<p><b>Assessment</b></p> <ul style="list-style-type: none"><li>• What assessment methods will be used in the teaching and learning of this unit?</li></ul>
<p><b>Transdisciplinary Links</b></p>	<ul style="list-style-type: none"><li>• What transdisciplinary links from other LCA courses can you identify?</li><li>• What are the links to other LCA English and Communications modules?</li><li>• <a href="https://www.curriculumonline.ie/Senior-cycle/LCA/">https://www.curriculumonline.ie/Senior-cycle/LCA/</a></li></ul>

## Dual Entry Reflection Log (Activity J)

Current LCA classroom practices	Possible LCA classroom practices

## References

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## Useful Links and Resources

[English and Communications Module Descriptor](#)

[PDST Digital Technologies YouTube Channel](#)

[PDST Blended Learning](#)

[PDST Integrated Approach to Learning, Teaching & Assessment](#)

[Teachercpd.ie](#)

[Webwise](#)

[Get informed Webwise](#)

[Council of Europe Digital Citizenship Handbook](#)

[Media Literacy Ireland](#)

[Teaching students how to evaluate the quality of online sources](#)

[Snopes fact checking](#)

[Factitious](#)

[Factcheck.org](#)

[Politifact](#)

[ThinkB4UClick](#)

[Adolescent Algorithmic Awareness](#)

[Guide to apps](#)

[Apps kids are using after facebook](#)

[Key social media platforms](#)

[Readwritethink.org](#)

[Resources for teaching with technology](#)

[Evaluating sources: teaching and learning ideas](#)

[Think Pair Share](#)

[UDL video](#)

[Universal Design for Learning](#)

[Sinead Burke Ted Talk](#)

[Sinead Burke and Universal Design](#)

[Competition and Consumer Protection Commission](#)

[Consumer Association of Ireland- Your Rights Buying Online](#)

[Spun Out- Your Rights As A Consumer Online](#)

[European Consumer Centre \(ECC\)Ireland](#)

[CCPC scams](#)

[Universal Declaration of Rights in child friendly language](#)

[Children's European Rights to Online Privacy and Safety](#)

[Childline](#)

[BeLong To](#)

[Search versus Research](#)

[Digital literacy](#)

[Zadie Smith article](#)

[Civic Online Reasoning: Stanford History Education Group](#)

[Learning for all? Second-Level education in Ireland during COVID-19](#)

## Notes

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Department of Education



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