



Managing online information: what is it?

As described in the UKCCIS 'Education for a Connected World' framework, this unit "explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing."

Introduction to the unit

This unit helps students understand how online information is found, viewed and interpreted. As a result, pupils will learn 'strategies for effective searching, critical evaluation and ethical publishing'.

Key learning outcomes

- ✓ Understand the difference between opinions, facts and beliefs.
- ✓ Describe how to search information and how to refine searches.
- ✓ Understand that some information online may not be honest or accurate.
- ✓ Explain what is meant by online marketplaces and the benefits.
- ✓ Understand that their digital personality might affect information returned to them in internet searches.

Key words

- Fake news
- Misinformation
- Disinformation
- Big data
- Analytics
- Ethics
- Data
- Propaganda
- Satire

Resources

- Weblinks to articles and videos included within activities
- Activity 1 – Three fake news articles (A, B, C)

Challenge for more able pupils:

Activity 2 – Challenge pupils to research and provide examples of the laws regarding illegal content outside of the UK.



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Learning style predominance of pupils:

(This space is left blank for the teacher to fill in)

SEN provision:

(This space is left blank for the teacher to fill in)



Learning style:

Discussion, research,
creative



Approximate time altogether:

1hr



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Activity 1

Key learning objectives:

To be able to...

- ✓ Describe what fake news is and its role on the internet and social media.
- ✓ To be able to assess the credibility of news sources and use strategies to identify fake content.

Key learning outcomes:

Pupils will create a diagram discussing what fake news is, its role online and on social media, and how it attracts victims. Pupils will analyse and assess fake news articles by using strategies and different techniques.

Key questions:

- What is fake news?
- What is a hoax?
- Have you ever been a victim of fake news?
- How can you spot a fake news article?
- What have you seen online that is evidently fake?
- How can you prevent the spread of fake news?

Fake news

Teacher resources provided: Three fake news articles (A, B, C)

Create a spider diagram with the title 'What is fake news?' As a class, fill in the spider diagram explaining what fake news is, the terms associated with fake news and what they mean, and how fake news spreads. Be sure to include the following terms: misinformation, disinformation, hoax, sensational, propaganda and satire.

Show pupils the examples of the three fake news articles.

A) Claim: Young boy in critical condition after Apple AirPods explode in his ear.

B) Claim: Man who bought a pair of dentures on shopping app WISH can suddenly speak Chinese.

C) Facebook post: Missing person PLEASE SHARE

Print out the three fake news articles and also go to the website links provided (A and B). In pairs, ask pupils to annotate each of the articles, highlighting all the signs that give away that the article is fake or a hoax.

1. Does it sound real?
2. Is there any spelling or grammatical mistakes?
3. Check the URL – Is it an imitation website? Is it a credible site?
4. Check the author – Research if the reporter is genuine
5. Check the comments.
6. How long has the page/website existed?
7. Is it a joke?

Ask pupils to discuss the impact of each article and their purpose.



Time taken:
20 minutes



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Activity 2

Key learning objectives:

To be able to...

- ✓ Recognise why some online content is illegal and know how to report the material.
- ✓ Give examples of some laws regarding online content.
- ✓ Provide historical examples of where these laws have been broken.

Key learning outcomes:

Pupils will learn about the laws regarding online content and know the consequences of these laws being broken.

Key questions:

- What are the laws regarding online content, such as terrorism and extremism?
- How might being exposed to this content affect a child or young person?
- What are the consequences of breaking the above laws?

Illegal content

Despite websites and social platforms doing their best to ensure illegal content is kept off of their platforms to comply with their own rules and regulations, it is often the case that illegal or inappropriate content sometimes slips through. If you have been exposed to inappropriate or illegal content it's important that you flag the material immediately - report it, block it and tell an adult. Even if you understand the harm this may cause, other people who are more vulnerable may not which could seriously impact their mental health and/or physical wellbeing. So, what is deemed to be illegal content online?

This includes incitement to terrorism, illegal hate speech, child sexual abuse, infringements of intellectual property rights, infringements to consumer protection rules and more.

Ask pupils to create a table that lists the:

- (a) Illegal content
- (b) The laws regarding (a) in an online setting

For example:

Illegal content	The law
Terrorism and extremism	<p>It is illegal to post, share or engage with</p> <ul style="list-style-type: none"> • articles, images, speeches or videos that promote terrorism or encourage violence. • content encouraging people to commit acts of terrorism. • websites made by terrorist or extremist organisations. • videos of terrorist attacks. <p><i>Source: UK Government, www.gov.uk/report-terrorism</i></p>

Extension activity:

In pairs, ask pupils to research and provide examples from the media of incidents when the above laws have been broken.

- What law did they break?
- What were the consequences?



Time taken:
20 minutes



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Activity 3

Key learning objectives:

To be able to...

- ✓ Define what 'big data' is.
- ✓ Assess and manage how and what contribute to 'big data'.
- ✓ Discuss the ethics of 'big data'.

Key learning outcomes:

Pupils will understand what big data is and what it's used for.
Pupils will debate the ethical use of big data and the availability of their data gathered from their online activities.

Key questions:

- What is big data?
- What is data analytics?
- What does the term 'ethics' mean?
- How available is their online information?

Big data

Question: What is 'big data?'

Students to define what the phrase 'big data' means and it's relation to data analytics (2 minutes). Afterwards, ask pupils to feed back their answer to a partner (2 minutes). As a class, discuss why political parties, commercial and other organisations will use this data.

Teacher Note

Big data describes the act of gathering and storing large amounts of information. This information can be collected from your device activity, your social media activity and data that is publicly available.

Split the class in two. Pupils to answer the question 'What is the ethics of 'big data'? Ask one team to discuss the positive use of big data, and the opposing team to highlight the concerns of big data. Each team must debate their cause and persuade you (the teacher) to make a final decision. After, as a class, reflect on the ethics of big data and how you can manage what you contribute to 'big data'.



Time taken:
10 minutes



Managing online information

Activity 4

Key learning objectives:

To be able to...

- ✓ Describe why my digital personality might affect the types of information returned to me online.

Key learning outcomes:

Pupils will be able to reflect upon their own online activities and assess the similarities between these activities and the types of information returned to them in the shape of online advertisements and content in their social media streams. Pupils will understand how companies use online data to target advertisements.

Key questions:

- What is your digital footprint?
- How do companies use your personal data for retargeting?
- How can you protect your personal data online?

Online content

Your online actions, also known as your 'digital footprint', can shape the types of information returned to you in a search bar.

Ask pupils to answer the first question "what is your digital footprint?" Create a spider diagram with your pupils' answers. Afterwards, ask your pupils to write down the types of (1) advertisements they receive online and (2) the types of content returned to them on a social media stream, for example the 'explore' function on Instagram. Ask pupils to compare and comment on the similarities between their personal interests and the types of information that they view online.

Teacher Note

Companies use individual's online data to promote and sell targeted products or services with aim of converting the user into a customer. For example, a person who follows beauty tutorials online might receive a targeted advertisement for the newest eyeshadow palette everyone is talking about. Social media sites use individual's data to improve a user's experience. For example, a person who is interested in sports cars may have a timeline/explore function/suggested pages to follow related to sports cars.

Refer to the BBC News Article '[Girl, 12, flooded with beauty ads on Instagram](https://www.bbc.co.uk/news/technology-48677333)'. Link: <https://www.bbc.co.uk/news/technology-48677333>



Time taken:
10 minutes