

COLLECT AND CHECK DATA



Module II



Course

Infographic



Topic

Realization of
an infographic



Lesson 2

Activity

- **Short Description:** Collaborative gathering and analysis of information and data about a natural and cultural heritage, in order to check reliability of sources and information.
- **Methodology:** The methodology of this activity is based on learning by experience, inquiry-based and collaborative learning, since by researching, exploring and validating data with other students, the learners experience the team working and the active exchange of ideas based on critical thinking. Moreover, they improve their communication skills and reinforce their knowledge on the learning topic.
- **Duration:** 3 hours
- **Difficulty (high - medium - low):** Medium
- **Individual / Team:** Team (max. 5 students per team)
- **Classroom / House:** Classroom
- **What do we need to do this activity?**
 - **Hardware** Smartphone or Personal Computer, or any other digital device.
 - **Software** Web browser and spreadsheet, word processor, or any other software for collecting information and data.
 - **Other resources** Optionally, pen, papers, post-it



Description

- **Text description:** By working in groups, students select one natural and cultural heritage from Activity T2.L1.2 and try to find different types of data about it. Then, they check the reliability of sources and information by making further analysis and research and by discussing the results together.
- **Illustration:** None

Instructions

1. Work in groups of max. 5 students.
2. The teacher collects from students all the natural and cultural heritage chosen by them in Activity T2.L1.2 and lists them to the class (if necessary by making a selection of the most adequate for this activity).
3. By deciding together with the other members, each group selects one natural and cultural heritage from those already selected in Activity T2.L1.2 and presented by the teacher.
Be sure they select one natural or cultural heritage no one from the group has already analyzed.
4. Each student in a group collects as much information and data as he/she can from surveys, queries from databases, online repositories, etc. about the chosen heritage.
Consider any types of related materials: Text (i.e., contents and information about its history, fame, characteristics, possible topics of interest, etc.), photos and images (i.e., official, historical, crowdsourced, etc.), data and numbers (i.e., most important dates, statistics, etc.), artifacts (that students can photograph or analyze to produce data), etc.
Moreover, during the search, the student keeps track of all the references and sources and specifies the typology of data collected (e.g., statistics, open data, big data, crowdsourcing, sentiment analysis, etc.).
5. Then, each one reports to the group the information and data collected to confront the results and together create a unique list of the gathered sets of information and data.
6. By proceeding one by one with the listed sets of information and data, the group identifies the elements that make the corresponding sources accurate, relevant, useful, and trustworthy.
By proceeding in this way, through confrontation and group discussion, the students select and filter the gathered sets of information and data.
Following some points for reflection:
Where does the information come from?
How old is it and how trustworthy is its source?
Are data appropriately collected (collection techniques), stored, referenced, and represented?
Are the contents or data freely available to use and re-publish?
Is the privacy of the people to whom the data refers being respected?
Is the analysis of information and data influenced by any bias or assumption? Does it invalidate the set?
Please note, answering these questions, students should specify on which evidences they based their decision.
7. Produce a final report synthesizing the findings from the activity.
8. Optionally, report the analysis made and the results obtained by the team to the rest of the class.

Expected outcomes

- Understand and recognize the differences in the typologies of data and sources.



- Learn to collect useful and reliable data and information for creating an information visualization.
- Learn to adequately search and filter data and information sources when creating an information visualization.
- Conduct and take part in group activities to collaborate and make shared decisions to achieve a common result by dealing with different points of view.

This activity can be used in other (module, course, topic, lesson):

- **Module II, Course Infographic, Topic 2, Lesson 3**
- **Module II, Course Infographic, Topic 2, Lesson 4**

DIGICOMP (Competences developed):

- 1. INFORMATION AND DATA LITERACY**
- 3. DIGITAL CONTENT CREATION**
 - 3.3 *Copyright and licences*
- 4. SAFETY**
 - 4.2 *Protecting personal data and privacy*
- 5. PROBLEM SOLVING**
 - 5.2 *Identifying needs and technological responses*

ENTRECOMP (Competences developed):

- 1. IDEAS AND OPPORTUNITIES**
- 3. INTO ACTION**
 - 3.4 *Working with others*
 - 3.5 *Learning through experience*

Example (when necessary): None

