The Pestalozzi Programme
Council of Europe Training Programme for education professionals

The Pestalozzi Programme

Use of Social Media for Democratic Participation
Trainer training module series
2012/2013

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I. - Intro

The question of democratic participation through social media does not refer only to a single goal or a mission, but to a widely discussed reality filled with experience, initiative, innovation, hope, risk taking, fear and fast changes. Many popular protests have reignited debate on the role of social media in facilitating political participation and active engagement of citizen and have brought social media and the question of democratic participation in the news worldwide. Blogs, the micro-blogging site Twitter, the social networking site Facebook as well as mobile and locative platforms play a key role in facilitating active political expression in the form of demonstrations and public discussions. Topics like high rates of unemployment, poverty, rampant government repression and corruption become important in the public eye through social media communication. Different forms of protests are driven through Twitter, Facebook and BlackBerry Messenger. Citizen-led engagements, such as responsible consumerism, global awareness and resistance to lobbies… largely facilitated by social media, show the potential of social media platforms to drive political participation. Very often young people are important players, maybe because technological knowledge is their field of competence. In many cases young people know more about social media than their elders - their parents, teachers, employers or fellow citizens. Others are still far away from using them or even having access.

The discussion however, has also to be engaged considering the context-specific challenges we are faced with. One of the key challenges facing social-media-driven citizen participation is the increasing fear of social media by governments. Various regimes have blocked, censored, or threatened to block or intercept the use of social media platforms. Following violent riots, in which social media have played a key role, some governments reacted strongly against these social media. The proposals to block the use of social media during future civil unrests have become quite common. These proposals get widely criticised by civil society as threatening the right to freedom of speech and expression. At the same time, presidential and other political candidates are using social networks more and more to develop their campaign strategy and, to many, an election today hinges on these online happenings.

Discussing the use of social media for democratic participation can therefore be informed by the different ways, governments, schools, families deal with the power and the potential of these communication tools.

Their opinion, to initiate debate and discussion as well as democratic action aimed at improving the conditions which surround us, whatever topic they choose to focus on: sustainable environment and production, living together in diversity, responsible consumerism, or any other form of appropriate social and political action.

II. Context Note – Why those modules?

The use of Social Media is today part of our daily habits of communication and of creation too. A technological wind invites us to surf on current practices constantly changing, even innovating. Concomitant to the supply, expand the demands of users, online handymen who adapt the supply to their needs.

The media environment has evolved from "mass communication" to "communication from mass to mass". Media users are not anymore basic media consumers and messages' receivers. They became actors, producers of a large choice of contents that we wouldn´t have imagined before.[1]

The mobilization of citizens in the recent political events in Nord Africa or in Turkey are an example of that. Through the use of social media protesters developed an information and communication network, an alternative to those of mainstream media.

Those practices are widely covered by media themselves from different points of view and are also analyzed by sociological, psychological or political research.

But what about the education field? Where are we?

Mainly understood as technical skills to develop, social media and other kind of Internet practices are gradually integrated in education and teacher training in Europe. But they are still mainly considered as tools of family practices and reserved for the private sphere.

Apart from its role in international internet governance upholding the principles of human rights and democracy[2], the Council of Europe has also expressed strong orientations for the empowerment of people, especially youth, with regard to the internet and published works like the Internet literacy handbook for teachers, pupils and parents , the game "wild web woods" and policy recommendations[3]. It recommended also that education policy and education practices should integrate media literacy development as a central element of - formal non-formal and informal – education.

To begin with, a change of mind-set is necessary. We need a positive approach in order to bridge the gap between the fears of the generations who have not grown up with web 2.0 technologies and the everyday practice of young people who have not known a world without these technologies. We need to move from a perspective of protection, fear and risk management to a perspective of creativity, to using the potential and enabling.

[1] J.Huber, presentation document of the Think-tank « Living together in a connected world », 15-16 December 2011, Strasbourg, France.
[2] Declaration by the Committee of Ministers on Internet governance principles *(Adopted by the Committee of Ministers on 21 September 2011*
[3] Recommendation Rec(2006)12 of the Committee of Ministers to member states on empowering children in the new information and communications environment

Moreover, we need to take seriously the investment in media literacy development whether it is in formal, non-formal or informal education. This means that we have to open up our education systems, our learning spaces to current media practices, to reach and use their full benefit. This means to embrace the practices not so much to teach about them but first and foremost to integrate them in our educational practice and learn by doing.[4]

On this purpose, the Pestalozzi Programme had organized several initiatives about Media Literacy and Human Rights:

After an exploratory workshop in 2007 which had gathered case studies, questions and challenges about Web 2.0 and Human Rights from practitioners and experts from all of Europe, a trainer training module series had been organised on "Media Literacy and Human Rights" between September 2008 and June 2009. It gathered around 30 teacher's trainer who developed training activities and resources about the links between Media Literacy and Human Rights.[5]

In December 2011, in Strasbourg, a *Think-Tank* ambitiously titled "Living together in a connected world" stressed the need of training teachers in the critical, responsible and beneficial use of the current media environment by integrating it into the daily practice of teaching and learning.

Following this recommendation, a new module series had been set up for exploring the theme of the Democratic Participation through Social Media, between September 2012 and June 2013.[6] Through diverse methodologies, a number of media literacy skills needed to be developed.

In those two series modules (Media Literacy & Human Rights in 2008/2009 and Social Media & Democratic Participation 2012/2013), the lack of existing resources was pointed out. Although Social Media practises are more and more developed in our daily life, it seems that schools and teacher training don't follow the wind of the fashion...

That was one of the clearest outcomes of the participants´evaluation of this module: they had the feeling to have to swim against the trend of the fear of change. But if the world is changing, our schools also have to change.

[4] J. Huber, context document of the Think-tank « Living together in a connected world », 15-16 December 2011, Strasbourg, France.
[5] The edited Training Units are available on the resource centre of the Pestalozzi Programme: www.coe.int/pestalozzi
[6] Subject of this current report.

III. - Basic Assumptions[7]

The term social media broadly refers to internet-based tools and services that allow users to engage with each other, generate content, distribute, and search for information online. It is this interactive or collaborative nature of these tools that makes them *social*. Web-based tools now facilitate a social connectivity that enables users to produce, interact and share content online. Internet users have thus evolved from consumers of web-based content to *prosumers*[8] or *producers* who both consume and produce content.

This shift has led to the development of many different forms of social media platforms. These web-based tools include internet forums, weblogs, social blogs, micro blogs, wikis, podcasts, photographs, videos, rating and social bookmarking. There are six different categories of social media platforms:

- Collaborative project work (e.g. Wikipedia)
- Blogs and micro blogs (e.g. Twitter – real-time information networks)
- Video content communities (e.g. YouTube)
- Social networking sites (e.g. Facebook)
- Virtual game worlds (e.g. World of Warcraft) and virtual social worlds (e.g. SecondLife)
- Picture sharing sites (e.g. Flickr)

With such a variety of tools and new ones appearing at a fast pace, it is important to explore the knowledge, experiences and skills people have before going any deeper in discussion, training and reflection. This is why all participants of this Pestalozzi Module series were asked to reply to a survey, so that facilitators could have a snapshot of where all the participants are, and what tools they most use.

Democratic participation

To have a look at the possibilities of social media in political processes, we need to have a basic understanding of democratic participation. In our understanding it is a non-static concept with a diverse set of undertakings. It can be defined as citizen acts to influence the actions taken by leaders, responsible persons or political representatives. In other words, political participation can be understood as referring to the various mechanisms through which the (young) public express their political views and so exercise their influence on the political process.

Beyond voting, which is regarded as the most common/traditional political process and most basic form of political action, electoral participation also encompasses various other processes, such as citizens' involvement in election campaigns, attending meetings or attempting to access information on different political parties or elected officials achievements.

[7] This Basic Assumptions document on the "Use of social media for democratic participation" was developed by the team during the first phases of this Module Series. It integrated the feedback and contribution of participants and can be considered the conceptual guide of this Module Series.

[8] The term "prosumer" originated with Alvin Toffler, who first used the term in his 1980 book The Third Wave. Toffler defined the prosumer as someone who blurs the distinction between a "consumer" and a "producer." The term has since come to mean a variety of things.

Arguably, the forms of democratic participation through social media that are most dear to young people include (1) engagement in grassroots politics within their local communities through attending community gatherings and interacting with their local political representatives (2) political participation by attending civil protests or signing petitions on different issues and joining interest groups that engage in lobbying or political advocacy and (3) individual acts such as for example consumer choices, also referred to as 'voting with your money' to influence corporate practices, as an engagement in favour of global ecological issues and sustainability.

One of the major obstacles to citizen political engagement is undeniably the issue of lack of trust, motivation, skills and opportunities to access information and communication that would allow enlightened political choices. Access to information, for example, is a two-fold concept. It involves information that is available and readily accessible, as well as information proactively sought out by citizens. Seeking out information and sharing it is an integral part of political participation and this element is related to the political activity of attending political assemblies. Thus, for citizens to fully exercise their political rights, the political context has to allow access to information. However, freedom of association and assembly related to citizens' right to access information is not that much a given fact (anymore or not yet) in many countries, meaning that the population's ability to actively participate in democratic activities is hindered.

The important role of social media for democratic participation

The processes needed for democratic participation, and action in the field of Human Rights can be enhanced by the tools at hand; social media can facilitate and magnify our means for cooperation to exchange, plan and organise collaborative action.

Participation of all citizens is essential to a democratic society that develops constantly by finding answers to new challenges like the following ones, which can only be solved by integrating the competences and the participation of all citizens:

- Ethnic conflicts and nationalism
- Global threats and insecurity
- Development of new information and communication technologies
- Environmental problems
- Population movements
- Emergence of new forms of formerly suppressed collective identities
- Demand for increasing personal autonomy and new forms of equality
- Weakening of social cohesion and solidarity among people
- Mistrust of traditional political institutions, forms of governance and political leaders
- Increasing interconnectedness and interdependence

In the face of challenges such as these, it has become clear that new kinds of citizens are required: citizens that are not only informed and understand their formal responsibilities as citizens, but also active – able to freely contribute to the life of their community, their country and the wider world, and actively participate in ways that express their individuality

and help to solve problems by not just trying to influence leaders, but by communicating through face-to-face communication or social media with each other. This obviously starts with the participation of young people and this is particularly relevant because in many societies a declining engagement of young people with *traditional* political processes can be seen also and especially in western democracies. Social media have great potential for better access to information, and exchange, encouraging therefore collaborative as well as individual political participation. Accessible social media platforms offer ordinary citizens of all ages the opportunity to interact more directly and actively with their political systems.

Social media tools also possess the potential to allow diaspora communities to get involved in social and political processes back home. People use social media to communicate their views and maybe to express anger and dissatisfaction.

Despite the potential shown by social media, there are voices that argue about the downturns of the tools.

One is that Internet actually has also the potential to strengthen existing dictatorships (and strong leadership) and facilitates the control of their populations. It should therefore be noted that social media and networks can also be used for authoritarian and democratic state surveillance by monitoring and filtering.

Another one is that, depending on the specific context in which the platforms are being used, and considering that countries are (also technologically) fundamentally different, a realistic understanding of the relationship between social media and the conditions within which the technology exists is essential. The contexts within which the platforms facilitate citizen involvement are characterised by huge socio-economic and political challenges, which impede the full (and equal) exploitation of online platforms. Limits to freedom of expression, freedom of information and freedom of assembly restrict the free use of social media tools and will have a negative impact on citizens' ability to participate in, and may marginalise them from, the political sphere.

Last but not least, some fear that there may still be a huge gap (that for some is insurmountable) between the social media fuelled conversations occurring today in online advocacy group and online based political actions, and actual citizen's participation in the definition / shaping of democratic processes.

Social or/and political?

Being political for the citizenry today means very different things in many different contexts, such as in lifestyle and consumption. The nature of being political has changed from membership in movements and parties, to participation in specific activist events and projects, focused around individual issues rather than political parties. All of these movements are influenced by principles such as *flat hierarchical organisation*, innovative use of new media technologies, bypassing of established political structures, etc. Social media are claimed to be communication-led rather than information-driven - to offer a sharing of values and beliefs, a sense of ownership and *emotional involvement that speaks to a sense of identity* that is performative and mobile. They are seen to allow or encourage

dissent through multiplicity and polycentrality, and to be hard to censor; they are described as predicated on self-communication to a mass audience.

But these characteristics also raise crucial questions: when does communicating to a network of friends become political, for example; does knowing more of the details of a democratic failure really make a difference? Does the paradigmatic shift pointed to by these characteristics really also lead to a radical change in political practices of everyday life in schools, neighbourhoods and communities? An alternative view is that social media provide another way for political and economic elites to entrench their power and increase political and economic concentration[9]. In this view, participation in social media mainly allows advertisers and others to target users ever more effectively based on the increased amount of data available online about them as consumers so that social media are a gateway for the establishment of increased surveillance and censorship, and replicate social inequalities.

How to educate for the use of social media for democratic participation?

Competences refer to what a person is able to do, in three respects that form the core of a person's identity:

- What a person knows and has understood;
- The skills enabling a person to use her or his knowledge;
- The awareness and appreciation of the knowledge and skills that a person possesses, resulting in the willingness to use them both with self-confidence and responsibility.

Competences refer to abilities and potentials "inside" us. They are therefore invisible. Then how can teachers find out what competences their students have?

Here is an example. Noam Chomsky, a linguist, described the language competence of a native speaker. Native speakers permanently create and understand sentences that they have never spoken or heard before. We cannot see the language competence, but we perceive the native speaker's performance, and we must assume that the competence to communicate fluently must be there.

There is no competence without any visible performance, but also no kind of action without competences. Competence can only be measured by judging the performance – what are we capable of doing. Task-based learning serves to learn these competences. Teacher educators can develop teachers' awareness of their own learning:

- What thoughts do teachers have in mind when planning lesson or activities using social media for democratic participation?
- How do teachers decide what their students should be able to do?
- What would they aim to achieve, in terms of democratic participation, (that is within their reach) through their practice?

We suggest lists of possible competences divided in attitudes, knowledge and understand and skills. These lists will help to have a closer look at the projects and teaching material of

[9] See: Manuel Castells: Communication Power, Oxford 2009

the participants: what are the competences that will be reached by the students/youth by the end of the project or Training Unit?

Attitudes:

- *I am convinced that sharing values of Human Rights, mutual understanding and democratic citizenship can influence people's attitudes and behaviours.*
- *I am willing to encourage learner's critical thinking skills and allow them to take responsibility in their learning process.*
- *I am willing to play different roles (as cultural mediator, counsellor, facilitator, human rights activist, member of a learning community, etc) and show flexibility in order to play them successively or jointly.*
- *I am aware of the impact of fast developing internet tools on young people's cognitive experience as well as the consequences this development has on learning today.*
- *I value formal and informal learning*
- *I am willing to appreciate challenge and expect to learn from it.*
- *I believe cooperation has a central role for social cohesion and respect for the individual*
- *I recognise and accept risks linked with the handling of sensitive and controversial issues*
- *I promote and defend ethical attitudes for working collaboratively*
- *I accept to see things from different perspectives*
- *I recognize the challenges and threats for social cohesion in our societies, when citizens are not educated for dealing with diversity*
- *I am convinced of the need to empower learners and, in the classroom, I accept to relinquish some of my power as a teacher.*
- *I consider that knowledge is a mere construction that remains incomplete and subject to continuous questioning*
- *I consider opportunities and challenges social media bring to contemporary social and cultural life*

Knowledge and understanding:

- *I understand the concept of multi-perspectivity in teaching*
- *I understand the need for the curriculum to be affirmative of individual pupil and group identities*
- *I know and understand education theory in general and specifically progressive/socio-constructivist approaches to education enough to adapt them to the context in which I teach*
- *I have knowledge on the projects and publications related to the subjects I am teaching*
- *I understand the potentialities and risks of using ICT in my teaching.*
- *I know about young people's common practices within social networks and the importance they accord to internet.*
- *I develop up to date knowledge on cognitive development, multiple intelligences and learning styles and how my teaching must accommodate them*
- *I develop up to date knowledge on cooperative learning structures and their theoretical underpinnings.*
- *I know the curriculum so as to work collaboratively with other colleagues*
- *I have general knowledge of the main social actors and resources of my community, (NGOs, social and cultural services, political actors)*

- *I know what projects are carried out by my colleagues in my school and I develop up to date*
- *I develop my knowledge of HR and rule of law in the context of new media: freedom of expression, defamation, self-image, personal safety, intellectual property*
- *I get acquainted with key international policies and standards (e.g. Human Rights convention, Children's Rights convention, rights of minorities etc.), as well as the historical dimensions of human rights.*
- *I know that teaching is, like social science, a research, an investigation, a reconstruction of the reality using diverse and often contradictory sources*
- *I know how to evaluate sources and recognize in these points of view, prejudice, bias, exactitude or reliability*
- *I know about the impact social media use makes in identity development of young people*
- *I know specific social media features and their relevance to educational and identity-building processes*

Skills:

- *I promote learning by doing, teaching methods based on real-life, on skill oriented tasks, and active involvement.*
- *I employ project based learning and I can implement cooperative structures in my teaching*
- *I use formal and non-formal learning*
- *I encourage learners to take charge of the learning process*
- *I thrive to develop critical thinking skills in learners: encourage debating, discussing, listening and asking questions, to build constructive assertiveness based on argumentation; teach about generalizations and their limitations, giving examples, establishing connections, coming to conclusions, finding causations*
- *I learn from challenges*
- *I develop personalised learning and use a variety of teaching methods adapted to different learning styles.*
- *I engage students and pupils in active citizenship and community projects*
- *I evaluate sources and recognize in these points of view, prejudice, bias, exactitude or reliability*
- *I sensitize my colleagues to the benefits of cooperative learning.*
- *I am keen on team teaching in order to share the responsibility of developing cooperation in whole school approaches.*
- *I integrate the new technologies in my teaching and learning with students for effective and critical empirical strategies*
- *I know how to use social media to engage students into participative learning and social action*

IV. - Description of this Module Series

Aims and expected results

After the module series the participants should be in better position to promote the use of social media for democratic participation; in particular they should be better equipped to:

- raise awareness in learners, in their families and communities of the use of social media for democratic participation
- use social media for social interaction and participation based on democratic values and principles
- include social media use for responsible citizenship participation in their training and teaching

The participants should form a network of education professionals equipped to continue the training on the international, national, regional and local level with a shared view of the competences which need to be developed and of the appropriate methodology of training and teaching.

A collection of tried and tested training resources should be available online to serve as pedagogical support in teacher training and as a stimulation to further develop resources along similar lines

General approach

The educational work was based on three main pillars:

- Content exploration: linking and cross fertilizing the standards and principles of the Council of Europe on democratic participation with the potentialities of social media.
- Methodology: learner-centred, peer-training, collaborative work on the use of social media for democratic participation to find fit solutions for diverse contexts.
- Four-fold concept of competences development: developing sensitivity and awareness, knowledge and understanding, individual practice, societal practice.

Target group and profile

- Trainers of trainers and trainers of teachers in either pre-service or in-service training contexts of formal and non formal education.
- Participants had experience and interest in the use of social media for democratic participation

The five steps journey

This Module Series spread over nearly eighteen months and consisted of five phases in which only two (Module A and B) were residential workshops.

Phase 1: Planning and preparation (April - September 2012)

The team and secretariat established the priorities of the module series, shared documents and training materials, agreed on a common project calendar and prepared the Module A
There was an introductory – preparatory phase for participants: to the topic, to the online community and to Module A

Image of a duck with the head under the water
click on the text to see !

Prep. Task: Example of picture chosen by a participant in relation social media.

Phase 2: Module A (25th - 28th September 2012)

This kick-off workshop gathered participants in the European Youth Centre Strasbourg. Participants explored the basic notions of this module (the use social media, democracy, participation and collaborative learning) and developed the foundations on which the participant will collaborate (peer groups, coaching and work in the online platform).

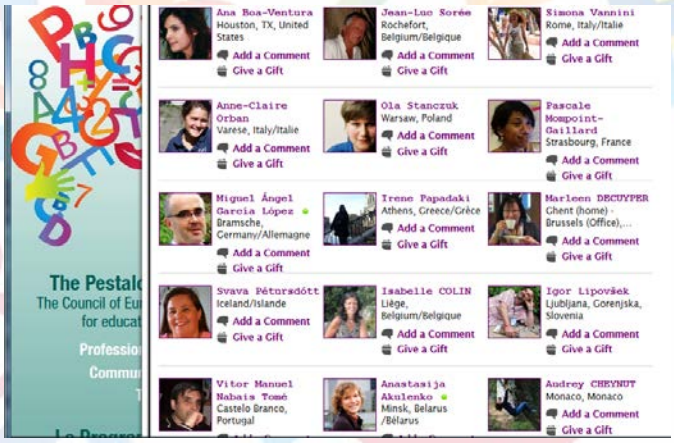
The tree evaluation of Module A

Main outcomes of Module A:
Exploration of key concepts of social media, democracy and participation
Knowledge and skills for efficient using social media for democratic participation in schools
Action plans and first ideas for the development of Training Units
Setting up of the peer and coaching groups and the collaborative work in the online platform
Draft of the 10 good reasons document

Phase 3: Development and piloting (October 2012 - May 2013)

With the support of their peers and of the team-coaches participants designed and piloted training units on the use of social media for democratic participation. The online platform was used as communication tool and as further learning environment.

In this phase there was a team-secretariat meeting for the monitoring of phase 3 and the planning of Module B.



The online platform

Phase 4: Module B (15th - 17th May 2013)

Group Photo in Module B

This workshop gathered the participants who completed phase 3 in Kemer -Turkey- . They exchanged experiences on the challenges faced during the piloting phase and they improved their training units through feedback and further exploration. Together with the secretariat and the team they got prepared and planed the final editing of the training units.

Main outcomes of Module A:

- Sharing, discussion and improvement of the piloted Training Units
- Further exploration of democratic participation in relation to the use of social media
- Getting prepared and motivated for joining the network of education professionals and shaping the specific contribution of SOCMED
- Design and planning of phase 5: Becoming aware of the guidelines and key criteria for the publication of the Training Units
- Final drafting of the 10 good reasons document

Phase 5: Editing and dissemination (June - December 2013)

After Module B participants finished the drafting of their Training Units. The materials will then be selected, formatted and made available via the website of the Pestalozzi Programme.

The final team report compiling the description, the process and the most relevant outcomes of the series was drafted.

Certification and recognition

The participants received two certificates: the first one at the end of Module A and the second one at the end of Module B to certify that they participated in this module series.

V. - Outcomes for practitioners

10 Good Reasons to use social media in education

Social media and their central characteristic of participation have deeply transformed cyber space and push us to question our ideas about how we learn. The citizen has gone beyond being a mere media consumer to become a producer of information and knowledge. These changes have modified the learning environment, breaking out of the confinement of the institutions which, up to know, were those who deliver (obligatory) instruction. Internet users have created new networks of communication by sharing their knowledge and skills which have changed our ways of viewing the world and at the same time offer an unequalled opportunity to participate in societal change.

Nonetheless, the teaching profession is one that has not widely embraced new technologies. This is true for different reasons, such as safety (of young people in an environment where adults and children mix freely), control over what information students have access to, lack of technical competences, etc.

The social media module participants have collaborated online and face to face during Module B, to produce a list of 10 arguments to support the use of social media in education.

1. Social media opens learning to collaboration

Knowledge develops in a spirit of collaboration which calls for and implies reaching a consensus on the content. Wikipedia builds on this principle. This collaborative approach also generates new perspectives for awareness-raising and familiarising with the challenges and stakes of democratic processes. Collaborative knowledge construction through social media offers an opportunity to guarantee the diversity of viewpoints. They also offer visibility to minority groups and access to (self) expression.

2. Social media is an effective whistle blower's tool:

Citizens have an active role in the dissemination of information via social media. Within this free space the user-citizen observes, collects, shares and thus bears witness to an approach which is part of the democratic process as long as it remains within the given legal framework.

3. Out of one seed many flowers:

Shared dissemination, which by definition is exponential in nature, constitutes a major asset for the recognition of the creative potential of every human being.

4. Social media opens your mind:

It represents another opening towards a better comprehension of oneself and the other. They allow different conceptions of democracy to meet and to dialogue.

5. Social media helps you think now for the future:

A metacognitive approach to one's use of social media helps to understand how a socio-economic and political system functions at a given moment and how this system could benefit from this.

6. Through social media, make use - take part

Social media offers the opportunity to each and every one to participate in the decision making process by the fact that they are by nature open to all. Young people can be very skilled in the use of social media but are often excluded from the decision making process. Teachers can direct the students' competence towards a more incisive participation in social matters.

7. The network of social media cuts through the vertical relationships:

Traditionally hierarchical relationships change to a horizontal space of learning where everyone offers their competences to support the others (virtual classroom, e-learning...)

8. Social media broadens our community belongings:

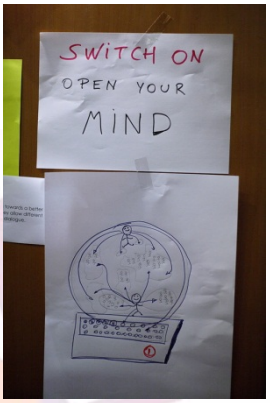
It helps build group identity both by the search for peers who share one's values and by the search for new horizons.

9. Social media stimulate collective conscience:

The more social media use increases the more apparent the need for democratic participation will become. They stimulate collective conscience to contribute democratically and ethically to society.

10. Social media provide a privileged space for confrontation:

Controversial issues come out. Users can discuss issues of prejudice, stereotypes and convictions.



Training Units "Use of Social Media for Democratic Participation" at a glance

	Name	Country	L[10]	Title	Brief description
1	AKULENKO Anastasija	Belarus	EN	Social media for School Counselors	The unit is developed to promote social media awareness in the work of school counselors. Social media can help achieve several goals connected with psychological education and upbringing. This TU is developed to help school counselors face these controversies and challenges and promote effective ways of Social Media use for professional purposes.
2	BISETH Heidi	Norway	EN	Democratic participation and the use of social media in pre-service teacher education	This unit intends to raise pre-service teacher students' awareness on what democracy is and can be theoretical and practical perspectives of citizenship and how the use of social media can be used as a tool in their own teaching practice.
4	BOSKOVIC Snježana	Montenegro	EN	The use of social media in civic education	Project emphasizes the training of students and teachers of civic education and the wider community, which primarily involves learning about children's and human rights, conflict resolution skills; nonviolent forms of communication, etc... Learners will promote human rights and use this awareness and knowledge to establish a framework for living together with minorities in their local social context. Trainees will use social media in order to promote democratic ideas.
5	BUKIS Andrius	Lithuania	EN	Involvement of students in school management through social media	In this unit it will be discussed how school administration may use social media to involve pupils in management of school. During this training school administration will discover social media potential and the importance in communication and collaboration with pupils and their parents. Pupils will learn about the capabilities to provide their suggestions and will discuss about importance of suggestion's accuracy.

[10] Language of the Training Unit

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

6	CHEYNUT Audrey	Monaco	F	Education à la citoyenneté démocratique par la création d'un réseau social	La formation a pour but d'éduquer les Lycéens à la citoyenneté et à la participation démocratique, à travers la création d'un journal en ligne, fonctionnant sur le mode interactif des réseaux sociaux. Sa particularité est de s'adresser conjointement aux membres de la communauté éducative et aux élèves. L'un de ses buts est donc de favoriser le dialogue et la coopération entre les élèves et les adultes en charge de la scolarité, dans le sens de l'initiation à la participation démocratique et de son développement.
7	CHINOLE Ileana	Romania	F	L'utilisation des médias sociaux pour la réalisation d'un site afin de développer et sensibiliser la création et le goût artistique.	Le but de cette unité consiste à explorer les médias sociaux en vue de produire un programme de spectacle (musique, théâtre, manifestation) à travers la participation démocratique des élèves.
8	COLIN Isabelle	Belgium	F	Activation et utilisation d'une plateforme collaborative dans le cadre d'un projet de réalisation d'une WebTV d'école intégrant un espace d'information et de débat sur le rôle des médias dans la démocratie	Les premières activités de cette unité visent la familiarisation des élèves avec les concepts indispensables des réseaux sociaux sur internet et leurs usages individuels et collectifs. Ensuite se crée un outil collaboratif spécifique.
9	DECUYPER Marleen	Belgium	EN	Integrate Social Media in the socio constructive training process	The training session will prepare the trainers in starting to use social media in their training process of schools and the staff of schools on various topics. This will lead to enforce the guidelines of socio constructivism we use for trainings. Topics as safety, protection, usability for everyone, equal rights for every student are in focus throughout the whole training unit.
10	DORA Zuhal	Turkey	EN	Using social media for democratic participation of people from different backgrounds in different case	The main goal of this unit is to develop a democratic communication platform for all citizens.
11	FISCHER Andrea	Hungary	EN/ F	Negotiation and Reflection in Teacher Training	It's a methodology course for teaching how to negotiate and reflect through the use of social media, including about how social media can be used for developing democratic skills with their own pupils.
12	ISPANOVITY Marta	Hungary	EN	How to use social media to make the Student Council work?	This training will help teachers to realize the importance of the Student Council and the student participation in the decision making in school. They will also learn about social media tools and their practical role in enabling democratic participation.
13	JUDGE Maxine	United Kingdom	EN	Our Voice in Europe	The unit will look at how young people can engage in a discussion on topics related to young people and Europe. This will include exploration of identity, sharing experiences of identity with peers both at home and in other countries. Students will be given a range of forums to explore active participation with partners across Europe.
14	KOUMA Georgia	Cyprus	EN	The use of social media for democratic participation	This lesson plan aims to empower the teachers, giving them a sequence of sources and learning activities, how to deal with problems related to teaching difficult issues and to make judgments about the effectiveness of different approaches in history. They will be trained to find positive and creative ways to increase their knowledge, to develop their skills and attitudes how to defend

					their human rights and responsibilities in society and how to play an active role in democratic life. Teachers will be motivated to collaborate, know, choose and use the social media as a learning and educational tool and as a mean for interaction to achieve their goals.
15	KRAMMER Thomas	Austria	EN	How to increase democratic participation among young people by using social media	The goals are to use Facebook for the democratic participation of students in different cases, including the The knowledge necessary to create a Facebook site as a discussion platform for different topics
17	LIPOVSEK Igor	Slovenia	EN	What kind of media and how do I use for teaching and how can it be used in teaching and learning ?	Teachers answer questionnaire with questions about using social media for private and professional purpose. They become familiar with different social media and make account for at least one social media. They are informed with samples of using social media in geography teaching.
18	MARTYNYUK Lesya	Germany	EN	Democratic participation and the use of social media in teaching of foreign languages for intercultural communication	During this unit, teacher and students become familiar with a range of Social Media and get technical information. They make a brainstorming on how effective can the Socmed be used in language teaching.
19	PAPADAKI Eirini	Greece	EN	The creation of an online newspaper by cooperating schools: Using social media to enhance democratic participation	This project specifically aims at convincing teachers that social media is important as a tool for teaching and communicating the students among them, mainly in expressing their thoughts on current issues leading to an online newspaper.
20	PETURSDOTTIR Svava	Iceland	EN	Teaching controversial issues through social media	In this training it's discussed how democratic participation especially discussion of current, often controversial events takes place online. Forming opinions of current events and the ability to argue a stance may be considered one mode of participating in a democratic society. The training explores how teachers may use social media with their pupils to explore and debate in a systematic way, current controversial issues by gathering and evaluating information found online.
21	SERRA-SARDINHA Luis	France	F	Twitter : les réseaux sociaux au service de la pédagogie	Cette unité de formation se rapporte à une demi-journée consacrée aux dimensions pédagogiques de Twitter. Plus qu'une formation, elle est un moment d'information sur un outil et une sensibilisation à des pratiques qui peuvent accompagner l'usage de cet outil.
22	SOREE Jean-Luc	Belgium	F	Résumer les faits, distinguer les commentaires, proposer un compromis.	L'unité de formation vise à développer un regard critique par rapport à l'information qui est diffusée dans la presse et une réflexion sur l'usage des médias sociaux.
23	STANCSUK Aleksandra	Poland	EN	Social Media for humanities teachers	In this unit it will be discussed how teachers may use different social media tools with their pupils to create more democratic lessons. During this training, teachers will explore both democratic issues and social media potential and the importance of it in youth daily life.

24	TOME Vitor Manuel Nabais	Portugal	F/E N/P	La participation d'enseignants et de jeunes sur les médias sociaux : est-elle démocratique ?	L'unité consiste en une formation théorique et pratique à propos des médias sociaux et la participation démocratique à l'attention d'un groupe d'enseignants. S'ensuit une formation pratique qui leur permet de développer des instruments de récolte de données auprès des élèves, notamment sur leurs pratiques quotidiennes afin de concevoir des activités théoriques sur ce sujet.
25	TOPOLOVCAN Tomislav	Croatia	EN	Possibilities of social media for democratic participation	The aim of this unit is to understand elements and characteristics of social media and to be aware of impact of the social media in our lives. Another aim of this unit is to be aware of the potential in democratic participation with social media.
26	VANNINI Simona	Italy	EN	The effectiveness of social media to promote Children's Rights	This unit will provide trainees with proposals on how to use social media to teach participation in Children's Rights and finally to contribute to the UN Campaign 'Education For All'. The possible fields of application are English, Democratic Citizenship, Human Rights, ITC, Ethics, Social media.
27	VERGUN Dmitri	Estonia	EN	Youth active democratic participation	The training unit (consists of young people from local youth council) will focus on the democratic participation. The idea is to make constant working local youth council, with developed democratic values, social and cooperation skills which represent all or most of the youngster groups and through social media is in constant contact with own electorate.

VI. - Participants[11]

Team

Mr Rolf Gollob (coordinator)
Ms Ana Boa-Ventura
Ms Anne-Claire Orban de Xivry
Mr Miguel Ángel García López

Ms Pascale Mompoint-Gaillard (General Rapporteur)

Participants

AUSTRIA/AUTRICHE
Mr Christian BERGER
Mr Thomas KRAMMER

BELARUS
Ms Anastasija AKULENKO
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BELGIUM/BELGIQUE
Mme Isabelle COLIN
Ms Marleen DECUYPER
M. Jean-Luc SOREE
Ms Griet MATHIEU

[11] Participants highlighted in a different colour only participated in Module A and did not complete the course

BOSNIA & HERZEGOVINA
Ms Lejla DRAKOVAC

CROATIA/CROATIE
Mr Tomislav TOPOLOVČAN

CYPRUS/CHYPRE
Ms Georgia KOUMA

ESTONIA/ESTONIE
Mr Dimitri VERGUN

FRANCE
M. Luis SERRA-SARDINHA
M. Jean-Claude NICOLARDOT

GERMANY
Ms Lesya MARTYNYUK

GREECE/GRECE
Ms Eirini PAPADAKI

HUNGARY/HONGRIE
Ms Andrea FISCHER
Ms Marta ISPANOVITY

ICELAND/ISLANDE
Ms Svava PÉTURSDÓTTIR

ITALY/ITALIE
Ms Antonella CUTRO
Ms Simona VANNINI

LATVIA
Ms Inta GRIBULE

LITHUANIA/LITUANIE
Mr Andrius BUKIS
Ms Skirmante PETRAITIENE

MONACO
Ms Audrey CHEYNUT

MONTENEGRO
Ms Snježana BOŠKOVIĆ

NORWAY/NORVEGE
Ms Heidi BISETH
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SERBIA
Ms Radmila GOSOVIC

SLOVENIA/SLOVENIE
Mr Igor LIPOVŠEK

TURKEY/TURQUIE
Ms Dora ZUHAL

UNITED KINGDOM/ROYAUME-UNI
Ms Maxine JUDGE
Mr Nick MORGAN