RESPECT – Responsible attitudes and behaviour in the virtual social space (RESP)

Towards Respect in Virtual Social Spaces

by

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Towards Respect in Virtual Social Spaces

Brief description

This training session lasts for 4 hours with a 2-week online preparation period. The TU focuses on promoting respect and responsible behaviour in virtual social spaces and prevention of online verbal violence and abuse. The target groups are trainee teachers and trainers in computer sciences. However, the content of the TU can as well be adapted as a cross curricular theme in other training courses.

Keywords: Respect, computer science, virtual spaces, responsible behaviour, online violence and promotion of preventions.

Expected outcomes

✓ Participants will become familiar with online communication tools and resources.
✓ Participants will be able to understand online threats.
✓ Participants will be able to understand and promote primary and secondary prevention against online violence and create practical solutions to problems
✓ Participants will develop respectful behaviour in the virtual social spaces.
✓ Participants will understand the importance of social virtual spaces for educational practises.

Activities

	Duration	Methods used
Activity 1: Group building	2 weeks	Online collaboration and preparation, Icebreaker
Activity 2: My profile	25 minutes	Icebreaker
Activity 3 Behind the mask	70 minutes	Drama
Activity 4: How do legislations and regulations protect us?	70 minutes	Cooperative learning: Individual work, group work and plenary discussion
Activity 5: The life without virtual spaces?	30 minutes	Creative text writing and controversial debate
Activity 6: Evaluation	30 minutes	Evaluation

Background and context

The TU was developed by Emőd Kovács and piloted on 15 trainees in computer science in four interrelated workshops called "respect and responsible behaviour in the virtual world" held between February and May 2014. The development of the TU took place in Hungary.

Activity 1: Online group building

Duration: 2 weeks

Expected outcome
- ✓ Participants will get to know each other and prepare for the course.
- ✓ Participants will get to know the online communication tools used in the training.
- ✓ Participants will shared their needs and expectations.

Methods/ techniques used
- ✓ Online preparation and collaboration
- ✓ Icebreaker

Resources
- ✓ Facebook

Practical arrangements
- ✓ Establish free open and closed virtual spaces for participants (see resources).

Procedure

Step 1 (2 weeks prior to the training): **Preparation**
- ✓ Open a closed free of charge social online group for participants and prepare this space for active participation: upload important dates, tasks and deadlines.
- ✓ Send a message about the project to participants as well as an invitation letter to the virtual space for online preparation and participation.

Step 2 (2 weeks prior to the training): **Outline task**
- ✓ Ask participants to upload their profile and introduce themselves to the whole group by creating a short 2-minute video blog (vlog) about their background and their needs and expectations regarding the training.

Step 3: **Reflection**
- ✓ Respond to the vlogs and create links between participants.
- ✓ Encourage participants to do the same by finding 2 aspects from others' videos that they can relate to.

Step 3 (4 days prior to the training): **Debriefing**
- ✓ Start the debriefing online and continue when everyone meets face to face:
  - What is the role of this online preparation for your learning process?
  - Did you manage to establish some social relations in the preparation period?
  - How did you feel when you prepared the vlogs?
  - In what way did these vlogs help you to prepare and build up expectations for the coming training?
  - Do you have suggestions for a different preparation process prior to such a training course?
- ✓ Consider if the coming training course will respond to the participants' expectations and make adjustments if necessary.

Tips for trainers
- ✓ Make sure that you always address the participants by name when you address them online to create a positive learning experience.
- ✓ Make sure to reflect on participants' posts.
- ✓ Encourage participants to ask for support.
- ✓ If you know the participants, the activity can be very effective and will help build a stronger group.

Activity 2: My profile

Duration: 25 min

Expected outcome
✓ Willingness to work together with others and become actively involved (A_COOP_2) ✓ Understanding of the subjective nature of all knowledge of self and others (K_SELF_2) ✓ Knowledge about the relationship of self and group (K_SELF_3)

Methods/ techniques used
✓ Icebreaker

Resources
✓ Facebook ✓ Lively music ✓ Audio player

Practical arrangements
✓ Flexible settings with open space.

Procedure

Step 1 (20 min): **Warm up**
✓ Ask participants to form a standing circle.
✓ Then ask one participant to tell his/her first name and the short story behind his/her Facebook profile picture (maximum 30 sec). This part is more effective if the Facebook profile page is projected.
✓ This procedure is repeated until every participant has participated.
✓ Then the trainer asks questions about the online preparation:
    • What was the role of the vlogs?
    • Did you manage to get to know each other?
    • What do profile pictures represent?
    • Describe your expectations.
 	
Step 2 (5 min): **Grouping**
✓ Play music and ask participants to walk freely around the room. Then stop the music and ask participants to form groups of five.
✓ Then ask participants to introduce themselves within the groups.
✓ Start the music again and ask the participants to walk around freely until the music is stopped.
✓ Then ask the participants to form a group of four new persons and introduce themselves again.
✓ Tell the participants to work together in these groups throughout the session.

Tips for trainers
✓ Ideally participants work in the same groups throughout the process.

4

Activity 3: Behind the mask

Duration: 70 min

Expected outcome
✓ Willingness to acknowledge other people's feelings (A_DIV_3) ✓ Readiness to take responsibility and to be accountable for my actions and choices (A_COOP_3) ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4)

Methods/ techniques used
✓ Drama

Resources
Write on slips of paper or post-its the following themes (one theme per paper) and use them in step 1: ✓ Cyberbullying ✓ Online pornography ✓ Online sexual violence between peers ✓ Paedophile ✓ Virtual second life and unreal spaces ✓ Misuse of texts, photos, videos or music Prepare to show and discuss the following YouTube videos or other videos linked to the themes you pick: https://www.youtube.com/watch?v=2YGjz5SV_Qk (16.02.2015) https://www.youtube.com/watch?v=ej7afkypUsc (16.02.2015)

Practical arrangements
✓ Flexible settings with open space as well as possibilities for group work.

Procedure
Step 1 (30 min): Preparation ✓ Participants will work in the groups formed in Activity 2. ✓ Each group will get 30 minutes to prepare a short 3-minute sketch. ✓ Explain that everyone in the group needs to have a role in the act and the theme cannot be told to the other groups. ✓ Distribute the themes between the groups. ✓ Invite the participants to start to prepare and remind them about the timeframe. **Step 2 (15 min): Theatre** ✓ Each group has 3 minutes to act out their sketch. ✓ Invite the audience to make a guess about the theme. **Step 3 (10 min): YouTube** ✓ Show prepared YouTube videos linked to the themes. **Step 4 (15 min): Plenary discussion:** ✓ Do you know about other online violence issues that we have not worked on today? ✓ How can we promote the prevention of online violence and abuse? Encourage participants to develop concrete ideas and focus both on primary and secondary prevention ideas.

Tips for trainers
✓ Take into account that you are working with a sensitive topic and that you may have a victim or a victim's relative in the room.

RESP, 2014

Activity 4: How do legislations and regulations protect us?

Duration: 70 min

Expected outcome
- ✓ Participants will learn how the legislative system protects us from online violence.
- ✓ Participants will understand the roles and functions of social and political actors (K, CP. 1 p. 7).
- ✓ Participants will develop practical solutions and will become more competent in problem solving.
- ✓ Readiness to take responsibility and to be accountable for my actions and choices (A_COOP_3)
- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4)

Methods/ techniques used
- ✓ Cooperative learning: Individual work, group work and plenary discussion

Resources
- ✓ Posters/Flip chart papers
- ✓ Markers in four different colours

Practical arrangements
- ✓ Tables for group work.

Procedure

Step 1 (5 min): Preparation
- ✓ Participants work in the same groups as before.
- ✓ Distribute markers in four different colours for each participant and one flip chart paper pear group.
- ✓ Ask the participants to draw the following placemat in line with the number of participants in each group:
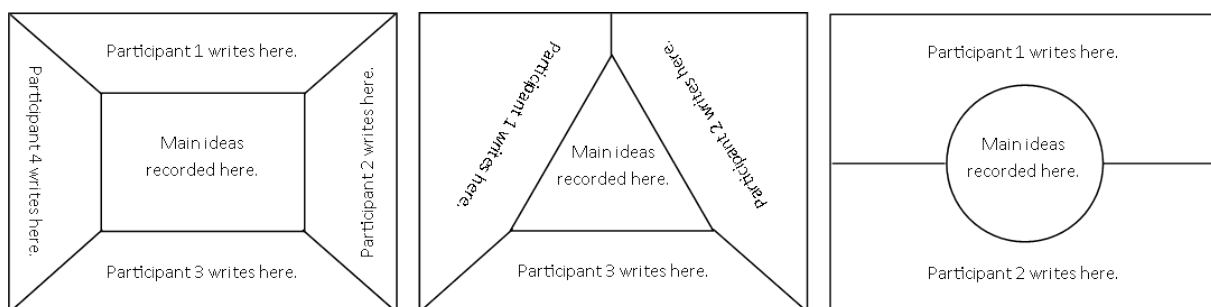
Step 2 (10 min): Group work
- ✓ Ask participants to collect the rules and regulations related to the distributed theme from the drama activity. Encourage participants to look at the Facebook rules and regulations, to read the school policy documents as well as to look up laws and regulations.
- ✓ Then ask participants to divide the documents/online pages between the group members.

Step 3 (20 min): **Individual work**

> ✓ Asks participants to analyse the documents from the perspective of their act and write their main conclusion on the individual writing area on the edges of the placemat.

Step 4 (10 min): **Sharing**
> ✓ Each participant in the group takes it in turn to share his/her conclusion with the rest of the group.

Step 5 (10 min): **Consensus and ideas for actions**
> ✓ In groups, participants discuss the analyses and the coherence of the documents and record their main conclusion in the centre of the section as well as ideas for action.
> ✓ Distribute new poster/flip chart papers and ask each group to create rules for learners around the theme on the left side of the poster and to give ideas on primary and secondary prevention against given online violence and abuse for school practices on the right side.

Step 6 (15 min): **Plenary discussion**
> ✓ Then plan a gallery show around the posters and discuss the similarities and the differences between the posters.
>   • What are the similarities and differences between your analyses and ideas?
>   • Is it possible to create simple rules for all the different forms of online violence and abuse?
>   • Can the rules be the same for all age groups?
>   • How can schools work on these topics?
>   • How can schools promote such prevention?
>   • How can schools work with young individuals, parents and other interest groups?
>   • How can schools establish a whole school prevention approach?

Activity 5: Life without virtual spaces

Duration: 30 min

Expected outcome
> ✓ Participants will understand the importance of virtual social spaces for educational practices.
> ✓ Participants will understand the roles and functions of social and political actors (K, CP. 1 p. 7).

Methods/ techniques used
> ✓ Creative text writing
> ✓ Controversial debate

Resources
> ✓ Facebook
> ✓ Computer
> ✓ Rope to create a line
> ✓ A microphone (or an object that looks as if it was a mike)
> ✓ Write on one A4 paper "happiness" and on another "sadness".

Practical arrangements
> ✓ Flexible settings with open space.

Procedure

Step 1 (15 min): **Creative writing**
✓ The same groups write down a short news item about the "fact" that tomorrow the internet will not exist anymore and post this on the Facebook page.
✓ Groups read the news posted by the other groups.
Step 2 (20 min): **Sad or happy?**
✓ Create a line with the rope and place on the left side of it the paper with the term "happiness" and on the right side the paper with the term "sadness".
✓ Ask participants to place themselves on the side of the line in accordance to their feeling after reading the news.
✓ Then ask participants to stand somewhere on the line. Invite them to discuss their positions and their opinions and feelings by moving the running mike between participants, start with the persons with the longest distance from each other. During the conversation the participants can exchange their opinions.
✓ Make a statement about a new school policy regarding social media. "The school board voted against the use of social media in the school since it interferes with the practices of teachers and the teachers can't control their students anymore". The participants are again asked to change their position and encourage them to debate about the decision of the school board.
✓ Create more statements or ask participants to make up statements in line with today's theme and the discussion keeps on rolling.

Activity 5: Evaluation

Duration: 30 min

Expected outcome
✓ Get overview of the learning process for further development.
✓ Readiness to learn from challenges (A_SELF_4)

Methods/ techniques used
✓ Evaluation

Resources
✓ Photocopy the following sentence starters, one sheet per participant:
• Social network is …
• This workshop is …
• I feel …

Practical arrangements
✓ Flexible settings with open space.

Procedure
Step 1 (20 min)
✓ Create a circle with the participants.
✓ Every member of the group gives a short feedback sentence about the session.
• Did the session today add to your learning?
• Describe the feelings that you have experienced today.
Step 2 (10 min)
✓ In the end participants are asked to finish these sentences with one word or symbol and give the paper to the trainer:
• A social network is …
• This workshop is …
• I feel …

Tips for trainers
✓ Encourage participants to use the created online space for further communication, networking,

knowledge transfer and innovation.