The use of social media
for democratic participation (SOCMED)

Responsible behaviour in the social network in everyday life

by

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Responsible behaviour in the social network in everyday life

Brief description

This training unit focuses on learning about Responsible behaviour in the virtual social networks in everyday life. The idea is to raise participants' awareness about the importance of responsible behaviour in communication with others in virtual social space. The issues of responsible behaviour and media literacy are reflected on with questions on respectful behaviour, privacy and communication rules.

The use of new media is becoming a potent force for creating, supporting, and building open and democratic societies. Online space provides opportunities, but it is important to understand what freedom of expression is and what the limits are when expressing opinions and what responsible behaviour is in the virtual social space.

Expected outcomes

- ✓ Ability to draw on other's diverse expertise and experience for the benefit of the group's work (S_COOP_2)
- ✓ Aptitude to evaluate sources and recognize in these any prejudice, bias and reliability issues (S_EPI_3)
- ✓ 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)

Activities

	Duration	Methods used
Activity 1 Respect and responsible behaviour in virtual social space	120 minutes	Discussion Cooperative learning Learning by doing
Activity 2 Are we responsible in virtual social space?	75 minutes	Group work
Activity 3 Evaluation	20 minutes	Individual work

Background and context

This training was created for students, prospective journalists. The idea behind it is to stress the importance journalists have in keeping and promoting respect and responsibility in virtual societies since they are future journalist which will create messages for mass audience.

Also, like future journalists they can promote and contribute to the development of media literacy of citizens as important part of democratic participation and active citizenship.

But in the end we are all members of diverse virtual communities and can all benefit from reflecting on and developing skills for respectful conducts in virtual spaces.

Activity 1: Respect and responsible behaviour in virtual social space

<div align="right">Duration: 120 min</div>

Expected outcome
✓ Ability to draw on other's diverse expertise and experience for the benefit of the group's work (S_COOP_2)
✓ Aptitude to evaluate sources and recognize in these any prejudice, bias and reliability issues (S_EPI_3)
✓ Knowledge about the relationship of self and group (K_SELF_3)

Methods/ techniques used
✓ small and whole group discussions-debates,
✓ cooperative learning
✓ learning by doing,
✓ case studies...

Resources
✓ laptops,
✓ internet connection,
✓ beamer,
✓ pencils and paper

Practical arrangements
✓ make sure to have enough computers for group work online

Procedure
Step 1 (15 min)
✓ Present the theoretical review of the new media (the opportunities that they offer, changing relationship between creator and consumer information
✓ Reflect on the question of the role of media in our lives, knowledge, skills that citizens need for new media - media literacy.
✓ After the introduction start the conversation and discussion with participants about the same topic.
✓ Ask the following question to start the conversation:
✓ How often you active online?
✓ What do you do online?
✓ What do you use, which platform?
✓ Do you have your blog?
✓ Do you comment the news?
✓ What is the role of new media in your life?
✓ Which knowledge and skills we need in virtual world?
Step 2 (25 min)
✓ Talk about the concept of responsibility and respect.
✓ Put markers of 4 colours on the tables. Each group, when constituted, will be at one table.
✓ Distribute one image per participant.
✓ Ask participants to find the other 2 or 3 colleagues who have the correspondent images in order to reconstitute the 'puzzle'
✓ Participants are divided into groups and write what responsibility and respect (key words) are for them.

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Step 3 (5 min)
- ✓ Distribute markers and flip chart paper (or any large paper).
- ✓ Ask participants to create an individual writing area on the edges and a group writing area in the centre on the paper. The resulting "placemat" will vary according to the number of participants in each micro-group. The following is an example of a placemat for 4, 3 and 2 participants respectively.

Step 4 (5 min):
- ✓ Each participants writes individually their definition and understanding of the terms respect and responsibility

Step 5 (10 min):
- ✓ Each participant in the micro-group takes it in turn to share his/her conclusion with the rest of the micro-group.

Step 6 (5 min):
- ✓ In micro-groups, participants discuss the ideas and choose those that should be represented as the group response. These responses are recorded in the centre section.

Step 5 (10 min):
- ✓ Each micro-group shares the main conclusion/similarities with the other micro-groups all the important points are noted on a white board for all to see.

Step 6 (10 min)
- ✓ Make a common list of ideas about respect and responsibility.
- ✓ Finally, create a list of criteria for additional analysis of what is irresponsible and disrespectful behaviour and communication (participants will use it for the analysis in task).....

Step 7 (15 min)
- ✓ Participants are seated at their desks and each take a prepared piece of paper with an even or an odd number on it. Participants will be divided according to the number they got: even/odd.
- ✓ The trainer introduces the topic for discussion: the difference between communication in virtual and social space.
- ✓ The discussion is moved into two group , one group communicates sitting at one desk face to face, the other group communicates via Facebook
- ✓ The task is to find the characteristics of this different kind of communication.

Step 8 (5 min)
- ✓ Ask the participant to create a paper with no more than 5 conclusions of their discussion and present to others

Step 9 (10 min)
- ✓ The task for the next meeting:
- ✓ Make 3 groups: Print in three different colours paper content from local web portal. Ask participants to take one. The groups are colour coded.
- ✓ First group will make a critical analysis of the news/ stories on local web portals
  (What is the responsibility of journalists).
- ✓ Another group will observe comments on this story
  (What is the responsibility of citizens).
- ✓ The third group will analyse the communication on forum about current issues in our community
  (How citizens use new media, which are the dominant themes, do they communicate responsibly and with respect).
- ✓ Participants have to do this task between the two workshops and report back about it with comments and suggestions about promotion of respect and responsible behaviour in the virtual social space.

Step 10 - Debriefing (10 min)
  ✓ What type of knowledge is necessary for successful life in media world?
  ✓ Which skills and attitudes are essential?
  ✓ Why do we need media literacy in everyday life? Give some example for new media and virtual social space.
  ✓ What are the relations between responsibility of journalists in creating messages and responsibility of citizens?
  ✓ What is the role of media in developing respect and responsibility?
  ✓ What is responsibility of citizens in the role of creator messages on social networks and portals?
  ✓ Which aspects of Human Rights are relevant in virtual social space?

Tips for trainers   ✓ analyse in advance the situation on the web portals at the time of analysis

Activity 2: Workshop: Analysing real cases

Duration: 75 min

Expected outcome
  ✓ Ability to draw on other's diverse expertise and experience for the benefit of the group's work (S_COOP_2)
  ✓ Aptitude to evaluate sources and recognize in these any prejudice, bias and reliability issues (S_EPI_3)
  ✓ Understanding of the subjective nature of all knowledge of self and others (K_SELF_2)

Methods/ techniques used   ✓ Participants presentation and discussion

Resources
  ✓ Laptops,
  ✓ pencils,
  ✓ paper,
  ✓ aces to a web portal relevant for the participants

Procedure
Step 1 (15 min)
  ✓ Short review. Explanation about how groups will share their findings. Engage the participants in a discussion.
  ✓ Divide the group according to their tasks
  ✓ Ask the participants to write down key comments and share in their group.
  ✓ Give them 10 min time to prepare their conclusions.
Step 2 (15 min)
  ✓ The first group presents results of research and analysis. Other participants ask questions, express their opinions.
  ✓ Make a list of common conclusions regarding the responsibility of journalists (how they should behave and communicate)
Step 3 (15 min)
  ✓ The second group present their report about citizens' responsibility and respectful behaviour.
  ✓ Make a list of conclusions (which topics are most often commented, about what topics people write disrespect).

Step 4 (15 min)
- ✓ The third group present their work. Talk about online communities based on common interests, about using online resource as a form of civil activity, examples of organized activities.
- ✓ Make a list of possible civil initiatives that can be implemented via online media (like audience impact on media content, on the government's decision)...

Step 5 (20 min)
- ✓ Start the discussion about Media literacy today and responsible behaviour in the virtual social space. (Appendix 1.).
- ✓ Identify 2 opposite sides in a designated space. One side represent "Total Agreement" and at the other side "Total Disagreement".
- ✓ You can post signs on either side saying "Agree" and "Disagree".
- ✓ Participants are asked to stand in a line in the centre of the designated space.
- ✓ Announces to participants that for every statement read, they need to take a stand on the continuum between "Total Agreement" and "Total Disagreement".
- ✓ The trainer reads out the statements (See Appendix 1)
- ✓ After each statement is read, participants are invited to take a position along the continuum.
- ✓ Ask participants at random to justify their stance.
- ✓ Participants are invited to move either way should the arguments brought forward convince them to do so.
- ✓ Debriefing is done by asking participants whether it was always easy to take a position along the continuum and why?

Tips for trainers
- ✓ During the workshop it is essential to have an interactive relationship with the participants, and keep atmosphere of respect ...
- ✓ Volunteers will create media message (written, images, audio, video) which promotes and invites all visitors to the web portal to behave/communicate responsibly on this website, and to show respect.
- ✓ Create a Facebook group for future discussion and putting interesting materials...

Activity 3: Evaluation

Duration: 20 min

Expected outcome
- ✓ to get a clear feedback from participants
- ✓ to evaluate the training

Methods/ techniques used
- ✓ individual work
- ✓ discussion

Resources
- ✓ Evaluation form (appendix 2)
- ✓ Drawing of an evaluation tree

Practical arrangements
- ✓ Qualitative evaluation, feedback of participants - use of evaluation form.
- ✓ Evaluation forms will be distributed among the participants at the end.

Procedure

Step 1: (10 min)

- ✓ Evaluation tree: show participants an evaluation tree drawn on a big piece of paper with the questions written on the branches. You might add more questions if during the training new ideas came up. Ask them to put one post-it on the branches of the tree (red - I disagree, green - I agree, yellow - I'm not sure).
    1. I enjoyed the workshop.
    2. The workshop helped me to understand what it means to be respectful on the Internet.
    3. The activities were clear to me.
    4.
    5. I would recommend this workshop.

Step 2: (10 min)

- ✓ Hand out evaluation sheets (appendix 3)
- ✓ Instruct the participants to fill them in as detailed as they can

Tips for trainers

Additional questions for evaluation and reflection:
- ✓ In what way have you improved your responsible behaviour?
- ✓ Have you improved your analytic skills?
- ✓ Have you improved your media literacy?
- ✓ Is it clear for you the concept of respect and responsibility?
- ✓ You can prepare evaluation to be done online as well

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Appendices

Appendix 1
... List of statement:
1) Censoring inappropriate content on the Internet is an attack on freedom of speech.
2) Insulting in actual communication is equally as insulting in virtual communication.
3) People communication and i behave the same in social networks as well as in face to face communication.
4) Today socialization process takes place in the virtual social space.
5) Responsibility for behaviour in social media we need to learn and develop through education.

Appendix 2

Evaluation form

1) What are the 3 most important things that you learnt/developed ?
   _____
   _____

2) Please comment on anything that seemed unclear or was missing?
   _____
   _____

3) Give your rate a score from 1 to 5 for this training!
   _____
   _____

4) What would you change in the way the training was run / organized?
   _____
   _____

5) Write down in a few words you general impression about this experience!
   _____
   _____