Pestalozzi

Media Literacy (ML)
My digital world

by

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Editor: Pascale Mompoint-Gaillard

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Theme: Awareness and respect of human rights: an educational approach to social media and Web 2.0

Expected outcome
➔ Developing participants' knowledge of social networking and of the European Convention on Human Rights;
➔ Developing up to date knowledge of young people's practices in terms of production and use of new media;
➔ Reflecting on education for the prevention of cyber-bullying by through media in school and leisure contexts;
➔ Developing critical thinking and a creative attitude towards new media.

Target group

Type of training	School level	Subject area
Ex: in-service training	secondary	Foreign and native language, all subjects

Brief description of the unit
This project specifically aims at increasing the knowledge of social networking and the European Convention on Human Rights and enhancing participants' awareness in the production, use and misuse of media, cyber-bullying. They will be able to distinguish types of popular social networking sites and practices (YouTube, Facebook, Badoo, Second Life, Splinder, etc.), identify their differences and similarities, experience practical sessions with their students and learn about how they use new media. They will get familiar with and analyse the European Convention on Human Rights and relate it with the implications for misuses and abuses of new media (for example cyber-bullying). Finally, they will be trained to find positive and creative ways of using media for educational and leisure purposes.

Methods/techniques used
Presentations, cooperative learning structure, consensus building.

Time   9 hours

Activity 1: 'Getting familiar with Web 2.0'	▶ 120 minutes
Activity 2: 'Analysing the European Convention on Human Rights'	▶ 120 minutes
Activity 3: 'Preventing HR infringements and misuse of new media'	▶ 180 minutes
Activity 4: 'Exploiting media for educational and leisure purposes'	▶ 180 minutes

Tips for trainers (or teachers):

➢ Focus on building an atmosphere of friendly and safe learning environment
➢ Try to benefit the most of participants' experience and knowledge of web 2.0 practices.

Resources

Activity 1: 'list of websites, A3 paper	Appendix 1
Activity 2: ECHR	Appendix 2
Activity 3: list of websites,	Appendix 3
'Exploiting media for educational and leisure purposes'	Appendix 4
Computers, internet access	

Activity 1 What is the web 2.0? What do young people do in Web 2.0 environments?

120 minutes

	Notes
▶ **General aim:** 　➢ Developing participants' knowledge of social networking and of the European Convention on Human Rights; 　➢ Developing up to date knowledge of young people practices in terms of production, use of new media; ▶ **Specific aims:** 　➢ To introduce the session. 　➢ To get familiar with Web 2.0 and social networking in particular. 　➢ To understand and be aware of the opportunities offered by media and Web 2.0. 　➢ To be able to understand young learners' attitude and to interact with them in this specific field.	
▶ **Methods /techniques used:** 　➢ Presentations, cooperative learning structures, consensus building.	
▶ **Resources:** 　➢ Computers with internet access 　➢ List of websites (appendix 1) 　➢ A3 paper	
▶ **Practical arrangements:** 　➢ Arrange the room for small group work. At the end of the session participants must have enough space to present their A3 posters.	

▶ **Instructions/procedure:**
 	
 ➢ Present the session, its contents, objectives and processes.
 ➢ Divide in groups of 3, and assign colors to each group, and give handout to the groups
 ➢ Participants are given a list of websites (appendix 1) to browse through and get familiar with. Each group has to then fill in the A3 and answer the questions with big markers:
   - What are the main differences and similarities among social networking?
   - What are the opportunities offered by new media and Web 2.0 in the educational and leisure environment?
   - Which are the young learners' attitude towards new media and Web 2.0?
 ➢ Encourage participants to analyse differences among social networking sites as they are surfing the web. They should highlight young people's mixed attitudes dealing with the various social networking.
 ➢ Groups now give feedback to the whole group: A3 filled in by the groups are posted on the walls of the room. Groups go around and see what others have done.	

▶ **Tips to trainers (or teachers)/anticipated difficulties:** ➢ Enjoy while you're working!	
▶ **Debriefing/reflecting:** ➢ What did you learn? ➢ What was the aim of this session?	

Activity 2   How can you relate Human Rights to young people practices on web 2.0 environments?

120 minutes

	Notes

▶ **General aim:**
  ➢ Developing up to date knowledge of young people practices in terms of production and use of new media;
  ➢ Developing critical thinking and a creative attitude towards new media.
 	
▶ **Specific aims:**
  ➢ To get familiar with and analyse the the European Convention on Human Rights.
  ➢ To draw attention to human rights connected with Web 2.0, in particular with social networking.	

▶ **Resources:**
  ➢ Multimedia lab,
  ➢ CoE and human rights websites,
  ➢ *The European convention for human rights, starting points for teachers* (appendix 2)
  ➢ Markers and cards	

▶ **Practical arrangements:** ➢ The facilitator will need adequate wall space for posting results.	

▶ **Instructions/procedure:**
  ➢ Regroup in groups of 4. Make sure you organize the grouping randomly.
  ➢ Individual work: participants read the ECHR and the materials provided on the convention in appendix 2.
  ➢ Ask groups to create a motto for their group.	

➢ Give groups the handouts in appendix 2, markers and cards to record and collect their answers to the following question: - *Which are the connections between ECHR articles 8, 9 and 10 and the practise of social networking?*[1] ➢ While groups are working on the question, set up the *'human rights wall'* on one of the walls of the room on which each group will come and post the results of their work (the cards), i.e. the connections between ECHR articles 8, 9, 10 and the use of social networking? Make 3 clear spaces on the wall for each article of the convention. ➢ Ask one participant from each group (chosen randomly) to come and post the cards stating the connection between the articles of the ECHR and young people's social networking practices. ➢ Collaboratively, reorganize with participants the wall to bring out the main points and results.	
▶ **Tips to trainers (or teachers)/anticipated difficulties:** ➢ Give particular attention to the legal aspects. A presentation of general information on international frameworks for HR may be needed if your participants are not familiar with these frameworks. Additional time will be needed for that if necessary.	
▶ **Debriefing/reflecting:** ➢ What was the aim of this session? ➢ Which are for you the main connections between ECHR articles 8, 9, 10 and young people's practices of social networking? (art.8: right to respect for one's "private and family life, his home and his correspondence", subject to certain restrictions that are "in accordance with law" and "necessary in a democratic society"; art. 9: freedom of thought, conscience and religion; art. 10: right to freedom of expression, subject to certain restrictions that are "in accordance with law" and "necessary in a democratic society") ➢ What positive aspect can we consider? ➢ How aware are young people today of these connections? ➢ How could you use this activity in a classroom?	

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[1] Article 8 refers to the respect for one's private family life, home and correspondence; article 9 refers to freedom of thought, conscience and religion; and article10 refer to freedom of expression

Activity 3   Preventing HR infringements and misuse of new media

180 minutes

	Notes
▶ **General aim:** ➢ Developing up to date knowledge of young people practices in terms of production and use of new media; ➢ Reflecting on education for the prevention of cyber-bullying by elaborating proposals for using media, both in and out of school, and developing educational activities on social networking for teachers and pupils; ▶ **Specific aims:** ➢ To spot misuses and abuses on various social networking and Web 2.0; ➢ To highlight HR infringements and misuse of social networking with a focus on 'cyber-bullying' performed by young people in and out of school; ➢ To explore methods and approaches for the education for the prevention of HR infringements and misuse of new media (cyber-bullying) performed by young people.	
▶ **Resources:** ➢ list of social networking websites on young people's attitudes, behaviours and performances on Web 2.0 (appendix 3)	
▶ **Practical arrangements:** ➢ Participants will need computers with access to internet Laptop computers with wireless or a multimedia lab. The room should be arranged for group of 4. If using a multimedia lab that does not have the space for group work. the trainers will set up workspace in 2 separate rooms.	

▶ Instructions / procedure:

➢ Go back to the 'human rights wall' from activity 2. Ask participants to briefly remind the group of what the wall tells us on HR issues related to Web 2.0 practices.

➢ Split participants in groups of 4 randomly.

➢ Each group explores the websites on the list. They browse and get familiar with examples about the HR infringements and misuse of social networking.

Step 1

➢ Ask participants to answer the question:
  o *What are the best strategies to prevent misbehavior and abuses on web 2.0?*

➢ to complete the task each group will do the task from a different perspective:
  o Group(s) A: from the point of view of parents and families
  o Group(s) C: from the point of view of teachers and other education professionals
  o Group(s) B: from the point of view of representatives of the law
  o Group(s) D from the point of view of friends and peers
  o Etc… (you may find specific perspectives that suit your educational environments or situation)

Step 2

➢ Form new groups with one member of each A, B, C, D,… group as follows:
  o A1, B1, C1, D1, Etc…,
  o A2, B2, C2, D2, Etc…
  o A3, B3, C3, D3, Etc…
  o A4, B4, C4, D4, Etc…

➢ Ask each specialist (a member of the group who has worked in a specific perspective, to present their findings to the other members of the group.

➢ After the brief presentations, the group is asked to design an outline of classroom methods and approaches for the education for the prevention of HR infringements and misuse of new media (cyber-bullying) performed by young people.

Step 3

➢ Whole group: set up the room to present the proposals. Have participants get familiar with the proposals.

▶ **Tips to trainers (or teachers)/anticipated difficulties:** ➢ One proposal per group (the trainer can make a template of the proposals beforehand and have each group use the same template. This will structure the output of group work, but on the other hand it may restrict participants' options for proposals.	

▶ **Debriefing/reflecting – Follow up activity:**
 	
   ➢ Give participants a ball of yarn. Ask them to 'attach' parts of the proposals when they go along the same lines (e.g. they use the same teaching methods, they target the same actors, or have the same aim…). through this activity lead a thorough debriefing session leading discussions on the issues at hand; here is a list of examples:
     - What methods seem to be the most appropriate?
     - What actors are at the forefront of prevention of HR infringements and misuse of social networking?
     - What methods seem more attractive? Fun?
     - Etc.
   ➢ If possible take a picture of the result to have a visual trace to use in the next activity. If impossible make a drawing of the findings on a poster to use in Activity 4.	

Activity 4   Exploring strategies

180 minutes

	Notes
▶ **General aim:** ➢ Developing critical thinking and a creative attitude towards new media. ➢ Reflecting on education for the prevention of cyber-bullying by elaborating proposals for using media both in and out of school and developing educational activities on social networking for teachers and pupils; ▶ **Specific aims:** ➢ To use a social networking environment (blog, online group, messaging, chat, etc…) for prevention; ➢ To recognize good and safe methods in creating social networks, blogs, etc…for educational and leisure purposes; ➢ To create a safe and useful tools for teachers to deal with these issues.	
▶ **Resources** ➢ List of websites and worksheet (appendix 4)	
▶ **Practical arrangements:** ➢ Same as activity 3.	

▶ **Instructions/procedure:**

  ➢ Using the visual created in activity 3, ask participants to summarize the results of the debriefing of activity 3 (target actors; attractive and efficient methods...)

  ➢ Invite participants browse a few significant social networks or blogs for educational and leisure purposes using the materials provided (appendix 4). Ask them to highlight good and safe methods in creating social networking or a blog using checklists.

  ➢ Let participants divide in groups as they wish. Group should be no bigger than 5 participants. Groups should design one or 2 classroom materials using the learning activities that they have identified previously in sessions 3 and now in 4.

  ➢ Groups feed back to the whole class and join in discussion.

▶ **Tips to trainers (o teachers) / anticipated difficulties:**

  ➢ Think of simple, safe and creative solutions to set up a social networking or a blog for educational and leisure purposes and imagine you are... a student!

▶ **Debriefing/reflecting – Follow up activity:**

  ➢ What role can educators play in education for the safe, creative and respectful use of Web 2.0

  ➢ How do you foresee implementing the methods you designed here? What are your assets and challenges? How motivated are you? Your colleagues? School heads?

Evaluation and assessment

	Notes
➢ What are the 3 most important things that you learnt during this session?	
➢ What did you like the most? What did you like the least?	

➤ Write a letter to a peer on why education for Media Literacy is important.	
➤ Keeping a sketch "*weblogbook*" of the experience	

References

➤ Berson, I.R., Berson, M.J., Ferron, J.M., *Emerging risks of violence in the digital life: Lessons for educators from an online study of adolescent girls in the United States. Journal of School Violence*, 1(2), 51-71, 2002.

➤ Patchin, J.W., Hinduja, S., *Cyber-bullying: an exploratory analysis of factors related to offending and victimization. Deviant Behaviour*, 2007.

Appendix 1:

Activity 1

Getting familiar with Web 2.0

- The Pestalozzi Programme web site :
  http://www.coe.int/t/dg4/education/pestalozzi/default_en.asp

- http://www.tqnyc.org/2007/NYC074990//snquiz.php
- http://uk.youtube.com/watch?v=6a_KF7TYKVc&feature=PlayList&p=AD3A82B5031C7E3E&playnext=1&index=2
- https://www.blogger.com/start
- http://www.21classes.com/
- http://wordpress.org/
- http://www.slideshare.net/rpolillo
- http://www.slideshare.net/rpolillo/corso-web-20-mashup-presentation
- http://eduspaces.net/tag/use+social+networking+to+connect+professionals+in+the+human+rights+field
- http://www.edweek.org/dd/articles/2008/06/09/01networks.h02.html
- http://www.edweek.org/dd/
- http://www.insidehighered.com/news/2008/10/30/social
- http://bonariabiancu.wordpress.com/2008/07/16/i-social-network-e-levoluzione-del-web
- http://donnasealeconsulting.typepad.com/workplacehumanrights/2009/01/using-social-networking-sites-in-the-hiring-process-smart-move-or-human-rights-trap.html

Appendix 2:

1 European convention on Human Rights

ACTIVITIES

Simplified version of selected articles from the European Convention on Human Rights and its protocols:

Article 1 - Obligation to respect human rights

States must ensure that everyone has the rights stated in this Convention.

Article 2 - Right to life

You have the right to life.

Article 3 - Prohibition of torture

No one ever has the right to hurt you or torture you. Even in detention your human dignity has to be respected.

Article 4 - Prohibition of slavery and forced labour

It is prohibited to treat you as a slave or to impose forced labour on you.

Article 5 - Right to liberty and security

You have the right to liberty.
If you are arrested you have the right to know why.
If you are arrested you have the right to stand trial soon, or to be released until the trial takes place.

Article 6 - Right to a fair trial

You have the right to a fair trial before an unbiased and independent judge. If you are accused of having committed a crime, you are innocent until proved guilty. You have the right to be assisted by a lawyer who has to be paid by the state if you are poor.

Article 7 - No punishment without law

You cannot be held guilty of a crime if there was no law against it when you did it.

Article 8 - Right to respect for private and family life

You have the right to respect for your private and family life, your home and correspondence.

Article 9 - Freedom of thought, conscience and religion

You have the right to freedom of thought, conscience and religion. You have the right to practise your religion at home and in public and to change your religion if you want.

Article 10 - Freedom of expression

You have the right to responsibly say and write what you think and to give and receive information from others. This includes freedom of the press.

Please note that this simplified version is included for educational purposes only and takes its inspiration from the simplified version of the Universal Declaration of Human Rights produced by Amnesty International and others.
The only texts which have a legal basis are to be found in the official published versions of the Convention for the Protection of Human Rights and Fundamental Freedoms and its protocols. You can find details of where to obtain the full text on sheet E.

Summary of the preamble:

The member governments of the Council of Europe work towards peace and greater unity based on human rights and fundamental freedoms.
With this Convention they decide to take the first steps to enforce many of the rights contained in the Universal Declaration of Human Rights.

1 European convention on Human Rights

Article 11 - Freedom of assembly and association

You have the right to take part in peaceful meetings and to set up or join associations - including trade unions.

Article 12 - Right to marry

You have the right to marry and to have a family.

Article 13 - Right to an effective remedy

If your rights are violated, you can complain about this officially to the courts or other public bodies.

Article 14 - Prohibition of discrimination

You have these rights regardless of your skin colour, sex, language, political or religious beliefs, or origins.

Article 15 - Derogation in time of emergency

In time of war or other public emergency, a government may do things which go against your rights, but only when strictly necessary. Even then, governments are not allowed, for example, to torture you or to kill you arbitrarily.

Article 16 - Restrictions on political activity of aliens

Governments may restrict the political activity of foreigners, even if this would be in conflict with Articles 10, 11 or 14.

Article 17 - Prohibition of abuse of rights

Nothing in this Convention can be used to damage the rights and freedoms in the Convention.

Article 18 - Limitation on use of restriction of rights

Most of the rights in this Convention can be restricted by a general law which is applied to everyone. Such restrictions are only allowed if they are strictly necessary.

Articles 19 - 51
These articles explain how the European Court of Human Rights works.

Article 34 - Individual applications

If your rights contained in the Convention have been violated in one of the member states you should first appeal to all competent national authorities. If that does not work out for you, then you may appeal directly to the European Court of Human Rights in Strasbourg.

Article 52 - Inquiries by the Secretary General

If the Secretary General of the Council of Europe requests it, a government must explain how its national law protects the rights of this Convention.

Article 1 of Protocol No. 1 - Protection of property

You have the right to own property and use your possessions.

Article 2 of Protocol No. 1 - Right to education

You have the right to go to school.

Article 3 of Protocol No. 1 - Right to free elections

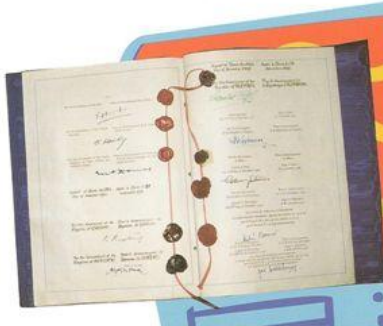You have the right to elect the government of your country by secret vote.

Article 2 of Protocol No. 4 - Freedom of movement

If you are lawfully within a country, you have the right to go where you want and to live where you want within it.

Article 1 of Protocol No. 6 - Abolition of the death penalty

You cannot be condemned to death or executed by the state.

Article 2 of Protocol No. 7 - Right of appeal in criminal matters

You may appeal to a higher court if you have been convicted for committing a crime.

Article 3 of Protocol No. 7 - Compensation for wrongful conviction

You have the right to compensation if you have been convicted for committing a crime and it turns out that you were innocent.

Article 1 of Protocol No. 12 - General prohibition of discrimination

You cannot be discriminated against by public authorities for reasons of, for example, your skin colour, sex, language, political or religious beliefs, or origins.
[Please note: at the time of printing, this protocol is not yet in force]

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Appendix 3:

Activity 3
Social networking websites on young people's attitudes, behaviours on Web 2.0
- http://www.kidsmart.org.uk/
- http://www.childnet-int.org/
- http://docs.paperless-school.com/docs/InternetSafetySurveyTeacherNotes?s=base1
- http://docs.paperless-school.com/docs/InternetSafetyQuizTeacherNotes?s=base1
- http://yacapaca.com/demo/quiz.php/1482/test?quiz=1482
- http://www.ctap4.org/cybersafety/
- http://schools.becta.org.uk/index.php?section=is&catcode=ss_to_es_tl_rs_03&rid=12546
- http://www.theinquirer.it/2009/01/29/sicurezza-online-cyberbullismo-e-pericoli-del-web.htm
- http://www.mediappro.org/publications/finalreport.pdf

Appendix 4:

Activity 4
Exploiting media for educational and leisure purposes
- https://www.blogger.com/start
- http://www.21classes.com/
- http://wordpress.org/
- http://www.edidablog.it
- http://www.netsmartz.org/services/NSXMLQuizPage/QuizRequest.aspx?quiz=Blog%20Beware%20Quiz
- http://www.bbc.co.uk/webwise/askbruce/articles/browse/blogging_1.shtml
- BECTA, Web 2.0 technologies for learning at KS3 and KS4 - Project overview. Retrieved 10th December 2008 from:
- http://partners.becta.org.uk/index.php?section=rh&catcode=_re_rp_02&rid=14543
- HR and Citizenship Education: http://www.citized.info/?strand=0&r_menu=mentors
- HR and Citizenship Education, Blogs and Podcasts: http://www.citized.info/pdf/other/NQT_article_SC_and_RC.pdf
- Megatrends foreseen as having the greatest impact in Education in the next 3-5 years: http://www.nmc.org/horizon
- European Forum on Youth and moving images: http://etecine.kyrnea.com/REJI2008/workshops.html
- Exploiting media for educational and leisure purposes