Pestalozzi

Media Literacy (ML)

Human Rights in the world of contemporary media

by

Author: Aurel Graur – Romania
Editor: Pascale Mompoint-Gaillard

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Theme: Competences development in HR and new media

Expected outcome

➔ To promote education for responsible use and production of content in today's media environment (web, blog, social networks, mobile technology);

➔ To develop trainer's sensitivity in relation to the respect of HR;

➔ To develop teachers' understanding of the young people's practices on Web 2.0;

➔ To promote the use of WEB 2.0 tools by teachers in order to diminish the knowledge gap between them and their students.

Target group

Type of training	School level	Subject area
In-service training	All levels	All subjects

Brief description of the unit

The applications of WEB 2.0 technology have generated an increased interest, especially among children and youth. On the other hand, it has time and again generated a tendency to rejection and negative reactions on the adults' part, notably from teachers. While the youth has gained "ownership" over these means of communication, today many teachers represent themselves as excluded from the group of users and beneficiaries. The situation is changing at great speed, and today, the applications of WEB 2.0 are actually more prevalent and integrated in the everyday life of an increasing number of people. In the recent past, there have been incidents concerning the use by students of social media to 'evaluate' or survey' their teachers, publicly. Teachers express distress facing this situation and rightly pointed out that this practice represent an infringement on their rights as professional and as citizens. Such issues are related to the question of respecting human rights, in particular to article #19 of the *Universal declaration of human rights.* The exercise of one's freedom of expression is an inalienable human right that carries with it special duties and responsibilities and therefore are subject to necessary regulations provided by law. These issues are complex. A reflection on how online practices relate to human right is at the core of this training unit targeted at teachers.

Time 10 hours and 30 minutes

Activity 1: Introduction	▶ 30 minutes
Activity 2: Getting familiar with web 2.0	▶ 60 minutes
Activity 3: The impact on education	▶ 120 minutes
Activity 4: Human right are part of our experience	▶ 120 minutes
Activity 5: How can we help?	▶ 180 minutes

Resources

List of web 2.0 sites	Appendix 1
Article 19 of the *Universal declaration of human rights*	Appendix 2
News article on Facebook	Appendix 3
Group member role card	Appendix 4

Activity 1 Our context today: why are we interested in new media?

30 minutes

	Notes
▶ **General aim:** ➢ To reflect on the relevance of the session and the topic with present day issues. ➢ To get to know each other	
▶ **Methods/techniques used:** ➢ Game, presentations	
▶ **Resources:** ➢ Computer connected to the internet	
▶ **Practical arrangements:** ➢ Set up the room so that seating, desks and tables can be moved around. The participants will be seated in a semicircle so that everyone can see each other. Computers are necessary so that each participant can access the online resources.	
▶ **Instructions/procedure:** ➢ Present the themes approached during the course, the objectives and process. ➢ Facilitate the "The History of My Name" Ice-breaker : - Each participant will go to the flipchart and write his or her name, choosing the color of the marker and the position on the flipchart paper. Each participant will tell the story and origin of his or her name in 30 seconds max.	

➢ Ask participants to access the Council of Europe and the Pestalozzi programme websites: - http://www.coe.int/defaultEN.asp - http://www.coe.int/t/dg4/education/pestalozzi/ ➢ Answer question for clarification. ➢ Present the opportunities for participation in the programme and the procedure for application: - http://www.coe.int/t/dg4/education/pestalozzi/howto_docs_en.asp	
▶ **Tips to trainers (or teachers)/anticipated difficulties:** ➢ Try to identify participants that may be shy in their interactions, in order to involve them more actively later. Identify participants who show different levels of competence to handle IT technology; in the next activities, you will want to mix participants who are experienced with beginners.	
▶ **Debriefing/reflecting:** ➢ What are opportunities offered by the Pestalozzi Program for your personal development?	

Activity 2 Getting familiar with web 2.0

60 minutes

	Notes
▶ **General aim:** ➢ To update participants' knowledge on the Internet's new technologies ➢ To promote a positive attitude towards IT. ▶ **Specific aims:** ➢ To improve their skills of web research and web-surfing	

➤ To understand and make use of specific devices like mobile phones, iPods, laptops, projectors	
▶ **Methods/techniques used:** ➤ Collaborative research, role play.	
▶ **Resources:** ➤ Computers, mobile phones, with Internet access	
▶ **Practical arrangements:** ➤ The room should be set up for group work as well as work on the computer.	
▶ **Instructions/procedure:** ➤ The participants will be divided in 4 groups, that will work independently on the following issues ➤ Each group is given either a device (laptop or desktop computer, mobile phone) or a web 2.0 application to analyse (social network, wiki, messaging, blog…). They conduct research on their item and write their results on the flipchart paper with functionalities, advantages and disadvantages for the devices or applications. ➤ Encourage participants to make their flipchart visually appealing as an advertisement. They will present their poster to the group as if they were selling it. Disadvantages should be mentioned but in a way that they are trying to hide these flaws. ➤ Each group presents their ad to the whole group:	
▶ **Tips to trainers (or teachers)/anticipated difficulties:** ➤ The goal is to have fun. Through the use of role play (acting as a salesman) humour is used here to break through teachers' anxieties and negative representation of their ability to access new technology.	

▶ Debriefing/reflecting:
  ➢ What did you learn during this session?
  ➢ The trainer will lead participants to reflect on the fact that, nowadays, it is more difficult to differentiate different kind of devices because of the "universalism" of those devices
  ➢ Do you feel more positive toward IT than you felt when you walked in the room?	

Activity 3   Ideas, technologies… what and implications for education?

120 minutes

	Notes

▶ General aim:
  ➢ to gather and analyse information about the WEB 2.0 services and technologies
 	
▶ Specific aims:
  ➢ to expand participants ' IT comfort zone'	

▶ Methods/techniques used: ➢ Collaborative research, consensus building	

▶ Resources:
  ➢ Flipchart paper, markers,
  ➢ List and summary of Web 2.0 applications (appendix 1)	

▶ Practical arrangements: Make sure that you have functional Internet connection. Ensure enough space for the groups to work	

without disturbing each other. Prepare a sufficient number of copies of Appendix 1	

▶ **Instructions/procedure::**
  ➢ The participants will be divided into 3 groups and each group will receive a flipchart paper.
  ➢ Participants will browse the Internet and visit Web 2.0 websites. (A list is provided in appendix1)
  ➢ Using the six following ideas as a starting point, participants will write their findings:
    1. Individual production and User Generated Content
    2. Harness the power of the crowd
    3. Data on an epic scale
    4. Architecture of Participation
    5. Network Effects
    6. Openness
  ➢ After 30 minutes, the 3 sheets of paper will be exposed in front of the whole group. Each team will be represented by a person that will present the results and explain them, (5 minutes per group).
  ➢ After the three presentations, both common results and unique ones will be identified and then compared with the information in Appendix 1.
  ➢ Encourage participants to visit all the web pages after the session and compare them with the typology presented in Appendix 1.	

▶ **Tips to trainers (or teachers)/anticipated difficulties:**
  ➢ Assess how familiar the participants are with the Internet prior to the activity so that you can pitch the level and the overall approach.
  ➢ Make sure that those who have difficulties accessing the Internet can make their voices and feelings heard.	

▶ **Debriefing/reflecting:**
  ➢ What are your personal ideas concerning the way WEB should work?
  ➢ What were the most interesting things you learned about WEB 2.0 services and technologies?
  ➢ What impact do these technologies have on the way we learn today?	

Activity 4   Human rights are part of our everyday experience!

120 minutes

	Notes
▶ **General aim:** ➢ develop participants sensitivity in relation to the respect of Human Rights ▶ **Specific aims:** ➢ To develop knowledge of human rights ➢ To identify Human Rights issues, in order to recognize violations of Human Rights in relation to Web 2.0 practices.	
▶ **Methods/techniques used:** ➢ Thought shower	
▶ **Resources:** ➢ The *Universal declaration of Human Rights* http://www.un.org/en/documents/udhr/index.shtml#a19 ➢ Flipchart and markers ➢ Article 19 of the declaration (full text - appendix 2) ➢ *Facebook warnings for teachers over students 'whipping up abuse' online* (appendix 3)	
▶ **Practical arrangements:** Arrange the room for groups of 4.	
▶ **Instructions/procedure::** ➢ To make group of 4 the trainer offers different colors of candy and participants are grouped based on these colors in x teams. ➢ The groups' task is to identify human rights by conducting a brief thought shower. (10 minutes). Each	

group writes the rights that they have identified on a flipchart paper. The facilitator calls on members of the group to present their poster. After the presentations the trainees are requested to identify the human rights that are common; these are highlighted in green color.

➢ The participants receive a copy of *Universal declaration of Human Rights*. They are requested to compare it with the list they drew up.

➢ After a 10 minute break, the participants regroup with the same method for a new task: based on the identified human rights, they have to find the points in which there is a crossover between the human rights issue and the use of new information and communication technologies. They use the results of the previous session as a reminder of the technologies at hand. (20 minutes).

➢ The trainer facilitates feedback from this group work. Ask participants, chosen randomly to share some of the ideas that were developed in their group.

➢ The whole group will now focus on article #19 of the declaration. Give the handout of article 19 (appendix2) and lead a discussion on the topic:

'The right to freedom of opinion and expression is fundamental; what type of educational activities can support users' responsibilities duties in respecting others reputation integrity and safety when producing content in social networks?'

➢ Ask participants to read the article in appendix 2 before the debriefing

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

➢ This activity shows us that human rights are a part of everyone's experience – we identify and respect them to a certain extent, without anyone explicitly showing them to us. The rights that are least known are not less important than the others.

▶ **Debriefing/reflecting:**

➢ How can we, as educators, draw on the positive aspect of new media?
➢ How can we prevent the negative aspects?

Activity 5 How can we help young people interact respectfully and safely on Web 2.0?

180 minutes

	Notes

▶ **General aim:**
  ➢ To develop trainees ability to design activities that use new media, in their teaching
 	
▶ **Specific aims:**
  ➢ To create a learning environment that is open to innovation
  ➢ To support teachers accepting to take risks.	

▶ **Methods/techniques used:** ➢ Collaborative writing	
▶ **Resources:** ➢ Appendix 4	

▶ **Instructions/procedure::**
  ➢ The trainer goes over the main ideas presented by the groups in the previous session.
  ➢ A short discussion on the article follows:
    - *How would you describe the advantages of the use of WEB 2.0 technologies, in the teaching process, to your own group of trainees?*
    - *Which aspects do you consider to be the most interesting for teachers – the ones related to the risks or to the advantages of using WEB 2.0 technologies?*
  ➢ Starting from that point, the trainees are invited to organize themselves into groups of 4. They are handed the cards with group roles (appendix 3).
  ➢ The groups are asked to design an activity, one per group. The activity must answer the following requirements and develop specific objectives:	

- *1) To develop (or reinforce) the use of new media in teaching activities.*
- *2) to raise young people's awareness of human rights and prevent their infringement when producing content on social networks;*
- *To develop a cross curricular approach to the topic*

➢ Groups are given 90 minutes for this task.

➢ After a short break, the following 60 are devoted to presenting their activities to the whole group.

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

➢ You can give participants a template for the design of their activity.
➢ An alternative to the last part of the activity, if you have the availability in terms of time and resource, is to have the groups pilot their activity with other participants rather than present it. This would:
  - increase peer learning
  - allow for greater interaction between participants, thus enhancing learning
  - support trainees' capacity to take risks.

▶ **Debriefing/reflecting:**

➢ How would you describe the advantages of the use of WEB 2.0 technologies, in the teaching process, to your own group of trainees?
➢ Which aspects do you consider to be the most interesting for teachers – the ones related to the risks or to the advantages of using WEB 2.0 technologies? (from the point of view of respecting the human rights)

Evaluation and assessment

	Notes
➢ List three things that you learned during this course.	
➢ What did you like best?	
➢ What did you like least?	
➢ What suggestions would you like to make to the trainers?	

References

➢ Anderson P., (2007), What is Web 2.0? Ideas, technologies and implications for education, JISC Technology & Standards Watch, university of Oxford available at: http://www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf

➢ Council of Europe, (2002), "COMPASS" – A manual on human rights education with young people , Strasbourg – ISBN: 92-871-4880-5

➢ The New Media Consortium and EDUCAUSE Learning Initiative, (2009), The 2009 Horizon Report, Stanford, California, USA. Available at http://www.nmc.org/pdf/2009-Horizon-Report.pdf

➢ United Nations, (2000), Human Rights Training, A Manual on Human Rights Training Methodology, HCHR-CHR, New York and Geneva

Appendix 1:

Activity 1

1. <u>Blogs</u>
   The term web-log, or blog, refers to a simple webpage consisting of brief paragraphs of opinion, information, personal diary entries, or links, called posts, arranged chronologically with the most recent first, in the style of an online journal.
   Most blogs also allow visitors to add a comment below a blog entry.

2. <u>Wikis</u>
   A wiki is a webpage or set of web pages that can be easily edited by anyone who is allowed access. Wikipedia's popular success has meant that the concept of the wiki, as a collaborative tool that facilitates the production of group work, is widely understood. Wiki pages have an edit button displayed on the screen and the user can click on it to access an easy-to-use online editing tool to change or even delete the contents for the page in question. Simple, hypertext-style linking between pages is used to create a navigable set of pages

3. Tagging and social bookmarking

A tag is a keyword that is added to a digital object (e.g. a website, picture or video clip) to describe it, but not as part of a formal classification system.

Social bookmarking systems share a number of common features: They allow users to create lists of 'bookmarks' or 'favorites', to store these centrally on a remote service and to share them with other users of the system (the 'social' aspect). These bookmarks can also be tagged with keywords, and an important difference from the 'folder'- based categorization used in traditional, browser- based bookmark lists is that a bookmark can belong in more than one category.

4. Multimedia sharing

These are services that facilitate the storage and sharing of multimedia content. Well known examples include YouTube (video), Flickr (photographs) and Odeo (podcasts). These popular services take the idea of the 'writeable' Web (where users are not just consumers but contribute actively to the production of Web content) and enable it on a massive scale. Literally millions of people now participate in the sharing and exchange of these forms of media by producing their own podcasts, videos and photos. This development has only been made possible through the widespread adoption of high quality, but relatively low cost digital media technology such as hand-held video cameras.

5. Audio blogging and podcasting

Podcasts are audio recordings, usually in MP3 format, of talks, interviews and lectures, which can be played either on a desktop's computer or on a wide range of handheld MP3 devices.

6. RSS and syndication

RSS is a family of formats which allow users to find out about updates of the content of RSS- enabled websites, blogs or podcasts without actually having to go and visit the site. Instead, information from the website (typically, a new story's title and synopsis, along with the originating website's name) is collected within a feed (which uses the RSS format) and 'piped' to the user in a process known as syndication.

List of sites:
- o http://education.ning.com/ and   http://www.classroom20.com/
- o www.flickr.com
- o   www.odeo.com
- o www.youtube.com
- o http://www.wikipedia.org/

- o http://oedb.org/library/features/top-100-education-blogs
- o http://www.kstoolkit.org/Tagging+-+Social+Bookmarking and http://www.xplora.org/ww/en/pub/insight/misc/specialreports/folksonomies.htm
- o http://www.oecd.org/document/19/0,3746,en_2649_33723_38874323_1_1_1_1,00.html
- o ...

...and sites cited in Paul Anderson, (2007), *What is Web 2.0? Ideas, technologies and implications for education*, JISC Technology & Standards Watch, university of Oxford

Examples of wikis:
- ➢ http://wiki.oss-watch.ac.uk
- ➢ http://wiki.cetis.ac.uk/CETIS_Wiki
- ➢ http://en.wikipedia.org/wiki/Main_Page
- ➢ http://www.ch.ic.ac.uk/wiki/index.php/Main_Page
- ➢ http://www.wikihow.com

Software:
- ➢ http://meta.wikimedia.org/wiki/MediaWiki
- ➢ http://www.socialtext.com/products/overview
- ➢ http://www.twiki.org
- ➢ http://uniwakka.sourceforge.net/HomePage

Online notes on using wikis in education:
- ➢ http://www.wikiineducation.com/display/ikiw/

Well-known or education-based blogs
- ➢ http://radar.oreilly.com/
- ➢ http://www.techcrunch.com/
- ➢ http://www.instapundit.com/
- ➢ http://blogs.warwick.ac.uk/
- ➢ http://jiscdigitisation.typepad.com/jisc_digitisation_program/

Software:
- http://wordpress.org/
- http://www.sixapart.com/typepad/
- http://www.blogger.com/start
- http://radio.userland.com/
- http://www.bblog.com/

Blog search services:
- http://technorati.com/
- http://www.gnosh.org/
- http://blogsearch.google.com/
- http://www.weblogs.com/about.html

Examples of tagging services:
- http://www.connotea.org/
- http://www.citeulike.org/
- http://www.librarything.com/
- http://del.icio.us/
- http://www.sitebar.org
- http://www.furl.net/index.jsp
- http://www.stumbleupon.com/
- http://www.blinklist.com/
- http://www.digg.com/
- http://www.rawsugar.com
- http://del.icio.us/elearningfocus/web2.0
- http://del.icio.us/elearningfocus

Well known photo sharing services:
- http://www.flickr.com/
- http://www.ourpictures.com/
- http://www.snapfish.com/
- http://www.fotki.com/

Well known video sharing services:
- ➢ http://www.youtube.com/
- ➢ http://www.getdemocracy.com/broadcast/
- ➢ http://eyespot.com/
- ➢ http://ourmedia.org/
- ➢ http://vsocial.com
- ➢ http://www.videojug.com/

Well known podcasting sites:
- ➢ http://www.apple.com/itunes/store/podcasts.
- ➢ http://btpodshow.com/
- ➢ http://www.audblog.com/
- ➢ http://odeo.com/
- ➢ http://www.ourmedia.org
- ➢ http://connect.educause.edu
- ➢ http://juicereceiver.sourceforge.net/index.php
- ➢ http://www.impala.ac.uk/
- ➢ http://www.law.dept.shef.ac.uk/podcasts/

Appendix 2:

Activity 4

Article 19 of the *Universal declaration of human rights*

1. Everyone shall have the right to hold opinions without interference.

2. Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.

3. The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others;

(b) For the protection of national security or of public order (ordre public), or of public health or morals.

Appendix 3:

Activity 4

Thursday 13 January 2011at http://www.telegraph.co.uk/?source=refresh

By Andrew Hough 7:00AM GMT 12 Jan 2011

Facebook warnings for teachers over students 'whipping up abuse' online

Social networking websites such as Facebook can "whip up abuse" against teachers leaving a trial of "immense harm", head teachers have warned.

The fastest growing source of calls to advice lines has involved misuse of popular internet sites such as Facebook. Photo: CORBIS

The misuse of social networking sites such as Facebook included has personal attacks on staff and "unsubstantiated" allegations about management decisions. Photo: PA

Fresh guidance on cyber bullying has been issued to teachers across the country amid a rising number of complaints about intimidation of staff online.

The misuse of social networking sites such as Facebook has included personal attacks on staff and "unsubstantiated" allegations about management decisions.

Fuelled by technology and encouraged by anonymity, rumours and gossip easily grow into "petitions" and campaigns against certain education leaders, the National Association of Head teachers (NAHT) said.

The union said the fastest growing source of calls to its advice line involved misuse of such popular internet sites.

Despite head teachers having effective strategies in place to deal with misuse of social networking by pupils and staff, they were "virtually defenceless" when confronted with abuse from the wider community.

Among the guidance issued to teachers included tips on updating school discipline and an overhaul of acceptable internet practices.

Head teachers are also told how to prevent problems escalating, how to contact service providers to request the removal of items and when to involve police or local safeguarding teams.

The union has called on Facebook and other popular social networking sites to respond more quickly to reports of abuse and implement "streamlined" mechanisms for reporting such abuse.

"Parents have a right to express their views and complaints should be heard – schools can only benefit from constructive feedback," Russell Hobby, the NAHT general secretary, said on Tuesday.

"Too often, though, social networking sites are a medium for the unreasonable and the unprincipled and have a momentum out of all proportion to reality.
"The lack of accountability or moderation can whip up a cycle of abuse and sustained intimidation, causing immense harm."

A Facebook spokeswoman said reports of a "serious nature", such as bullying or harassment, are prioritised and reviewed by experts within 24 hours.

"Facebook has clear rules about content which can be posted on the site and we provide people with robust mechanisms to report content or activity that breaches our terms," she said.

"Facebook has worked hard to develop these reporting mechanisms but the reality is that many discussions that take place on Facebook reflect those that are happening offline.

"However, while you can't report a conversation outside the school gates or easily stop a person sending abusive, anonymous emails, Facebook gives people the tools to report offensive content they are concerned about."

Appendix 4:

Activity 5