

DIGITAL CITIZENSHIP EDUCATION Trainers' Pack



**DIGITAL
CITIZENSHIP
EDUCATION**
Trainers' Pack

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Introduction

This Trainers' Pack is aimed at trainers and facilitators delivering professional development programmes in Digital Citizenship Education (DCE). It is designed to be used in a range of educational settings, formal and non-formal, including both initial and continuing teacher education.

The Trainers' Pack combines recent thinking on the nature of digital citizenship with practical ideas and activities for use in educational training settings.

Its goal is to equip educators with the skills and knowledge they need to help young learners become effective digital citizens – active and responsible members of society who value diversity and the democratic way of life.

Using the Trainers' Pack

The Trainers' Pack can be used with a number of different audiences, including teachers, teacher-trainers, youth workers, non-governmental organisations (NGOs), civil society organisations, community groups and parents or carers. It can be used in different ways according to context and need. For some, it will act as a primer on Digital Citizenship Education, explaining its basic concepts and practices in simple and accessible language. For others, it will provide practical help and support in introducing Digital Citizenship Education to young learners, in either formal or non-formal education settings. It can also be used as a tool to plan Digital Citizenship Education programmes or courses of study for other trainers or educators. In schools and similar formal education institutions it is best used in co-ordination with the given institution's data protection officer.

Why the Trainers' Pack is needed

In recent years the lives of young people have been radically transformed by the development of increasingly sophisticated forms of digital technology. A large proportion of young people now look to digital technology as their main source of knowledge about the world, their means of communication with others, and for setting up and conducting their relationships. This has important implications for both the concept of democratic citizenship and education for democratic citizenship.

Democratic citizenship today is experienced and practised not only in the "real", or offline, world but also in the "virtual", or online, world, as well as in the interface between offline and online worlds. It involves new forms of rights and responsibilities, and new understandings of justice and the common good. It also involves new risks and dangers.

Young people are often unaware of the potential impact of online activity on their lives and on the lives of others – including issues of data protection, hate speech, social media profiling, fake news and propaganda, the rights of online consumers, and the opportunities provided by digital technology for new forms of social and political action and democratic participation.

While the argument for education for digital citizenship is clear, little co-ordinated work has been done on what this might mean in practice. There is a notable lack of guidance material and advice for trainers and educators in this field, and few age-appropriate teaching resources to use with young learners themselves. It is to fill this gap and provide support for both recent and more experienced trainers in this area of education that this Trainers' Pack has been developed.

What the Trainers' Pack contains

The Trainers' Pack is in several parts. Part 1 sets out the essential skills and knowledge you need to become an effective trainer in the field of Digital Citizenship Education. It explains the concepts of digital citizenship and Digital Citizenship Education in simple terms that can be used with non-experts in the field, and with young learners themselves. It sets out the 10 "domains" of digital citizenship and introduces the *Digital Citizenship Education handbook*¹ and other Council of Europe resources that are recommended for use alongside this Trainers' Pack.

1. *Digital citizenship education handbook* (2019), Council of Europe Publishing, Strasbourg, available at www.coe.int/dce.

Part 2 is a collection of step-by-step training activities for use in training sessions, with special input on how to start a session, the Reference Framework for Competences for Democratic Culture (RFCDC),² and how to introduce the concept of Digital Citizenship Education and explain the 10 domains of digital citizenship. There are sub-sections on supporting work with particular groups, for example students and parents, and how the trainer can support schools in developing a “whole-school” approach to Digital Citizenship Education.

Part 3 focuses on different kinds of evaluation and how and when they are useful in the training process. These include the evaluation of training sessions and programmes, the assessment of young people’s learning, and the evaluation of special events and activities organised in schools or other educational organisations. Practical examples are provided to illustrate each of these.

Part 4 contains a list of one-off Digital Citizenship Education events and activities, such as competitions, campaigns and special “days”. These are categorised by type and are accompanied by explanatory notes.

The Trainers’ Pack ends with a collection of copiable resource materials that go with the different training activities in Part 2.

How the Trainers’ Pack was developed

The Trainers’ Pack was developed by the Council of Europe Digital Citizenship Education Expert Group as part of the intergovernmental project Digital Citizenship Education, set up by the Steering Committee for Educational Policy and Practice of the Council of Europe in 2016. The aim of this project is to contribute to reshaping the role that education plays in enabling all children to acquire the competences they need as digital citizens to participate actively and responsibly in democratic society, whether offline or online. The Digital Citizenship Education project builds on the achievements of the Council of Europe’s longstanding programme of Education for Democratic Citizenship and Human Rights Education (EDC/HRE)³, and the initial findings of the project on Competences for Democratic Culture (CDC).

2. Reference Framework of Competences for Democratic Culture (2018), Council of Europe Publishing, Strasbourg, available at www.coe.int/rfcdc

3. <https://www.coe.int/edc>

Part 1: The trainer

To be an effective trainer in Digital Citizenship Education there are a number of specialist skills and types of knowledge and understanding you need to possess, over and above your existing abilities as a trainer or facilitator in other fields. In particular, since you are likely to be working with non-experts, it is important to have a good understanding of the nature and purpose of Digital Citizenship Education and its central concepts and practices, and to be able to explain these in simple and easily accessible language to different audiences.

In the following section you will find definitions of key terms and a basic introduction to important Digital Citizenship Education concepts and practices.

What is digital citizenship?

Digital citizenship is the ability to engage positively with and actively participate in society through the use of digital technology. It sits alongside and exists in a mutual relation of influence with older, non-digital forms of democratic citizenship, such as face-to-face debates, voluntary work, letters to the press, standing for public office, or marches and demonstrations.

Digital citizenship can be expressed in any type of digital-related activity – whether it be creating or publishing content, socialising, learning, researching or playing games. Any digital activity becomes a citizenship activity when it is done with a social or political purpose, or has social or political consequences.

Effective digital citizenship depends on a broad range of digital competences, as well as a number of specifically digital citizenship competences, such as online consumer awareness, the critical evaluation of online information and its sources, and knowledge of internet privacy and security issues. It also depends on a broad range of general citizenship competences, such as respect for others, empathy, and the valuing of democracy and human rights.

What is Digital Citizenship Education?

Digital Citizenship Education is education designed to help young people develop the competences they need to be effective digital citizens. It includes learning how to exercise and defend one's own and others' rights and responsibilities, how to promote and protect human rights, and how to participate in the democratic process and defend the rule of law in the digital environment.

Digital Citizenship Education is not about persuading young people to accept certain beliefs or take part in particular political activities online. Rather, it aims to empower them to be able to make their own informed choices about these in light of the opportunities afforded by new technologies.

Why Digital Citizenship Education?

The pervasive use of Information and Communication Technology (ICT) by young people has opened up a whole new world of citizenship problems and possibilities that simply did not exist in the pre-digital era. It has also blurred the line between online and offline citizenship.

Being digital "natives" does not necessarily mean that young people are actually aware of the impact of new technology on their lives as citizens, or members of society. There is also a growing gap between those who, through families and friends, reap the benefits of this technology and those who drop out, or fall victim to the effects of cyberbullying, trolling, phishing or radicalisation. The competences of effective digital citizenship are not acquired automatically but need to be learned and practised. Education has a vital role to play in helping young people learn these competences, not only to protect them from the risks and pitfalls of the internet, but also to make them aware of how they can use digital technology positively, as active citizens, for the good of society.

What are the 10 domains of digital citizenship?

To become effective digital citizens young learners need to acquire a number of digital citizenship competences. The Council of Europe Digital Citizenship Education Expert Group has identified 10 distinctive areas of digital citizenship competence. These 10 areas or “domains” are based on and derived from the RFCDC, which are the basic building blocks of education for life in a diverse democratic society. Like the Competences for Democratic Culture, each of the domains of digital citizenship is made up of a combination of values, skills, attitudes, and knowledge and critical understanding. They fall into three main categories:

- ▶ Being online
- ▶ Well-being online
- ▶ Rights online

Thus, the 10 domains of digital citizenship, respectively, are:

- ▶ Being online
 - Access and inclusion
 - Learning and creativity
 - Media and information literacy
- ▶ Well-being online
 - Ethics and empathy
 - Health and well-being
 - e-presence and communications
- ▶ Rights online
 - Active participation
 - Rights and responsibilities
 - Privacy and security
 - Consumer awareness.

Short descriptions of the combination of competences in each domain can be found in the Council of Europe leaflet, *Digital Citizenship Education: 10 domains*. A more detailed treatment of each of the domains can be found in the *Digital Citizenship Education handbook*.

How is Digital Citizenship Education taught?

Preparation for life as a citizen, or member of society, begins with the family in the home, with peers and in the community. Likewise, education for responsible online behaviour has many possible sources, including in non-formal education.

It is the responsibility of schools to build on this foundation of non-formal education for digital citizenship, to give it structure, and lead young learners towards higher levels of understanding and more sophisticated forms of practice. They also have a duty to fill in the gaps and right any misunderstandings that might have resulted from young learners’ earlier experience.

In collaboration with parents, schools are able to lay out positive directions that will help their students learn to become more responsible and effective citizens and members of society, both online and offline. They do this by providing spaces in which young learners can reflect on and experiment with their sense of online identity and the idea and practice of democracy.

How should Digital Citizenship Education be approached in schools?

As digital citizenship competence is more than technical skills and knowledge, as it also involves values and attitudes, it is important for schools to recognise that Digital Citizenship Education is more than a subject in the curriculum. It also implies a mode of teaching and a culture of practice: one in which young learners have regular opportunities to reflect critically on their rights and responsibilities as members of society, under the guidance of teachers who act as role models of democratic citizenship.

Digital Citizenship Education is thus best conceived as a whole-school approach. Opportunities for digital citizenship learning arise just as much in everyday school subjects as they do in civic education or ICT lessons. They also arise in wider school activities, including pupil parliaments and student councils, as well as through links with parents and external and community organisations. Hence there is a need to integrate Digital Citizenship Education into schools’ annual policy development cycles and to involve school data protection officers in all aspects of development.

One way of creating these kinds of opportunities in schools where the formal curriculum is overcrowded is by organising special or one-off events and activities, either by cutting across the curriculum or suspending the formal curriculum for a morning, afternoon or full day. A special section showcasing examples of these opportunities will be found in Part 4 of this Trainers' Pack.

How do you use the *Digital Citizenship Education handbook*?

The *Digital Citizenship Education handbook* will be your main resource, both for informing yourself about Digital Citizenship Education and for designing and implementing your training activities. The handbook contains detailed descriptions of each of the 10 domains of digital citizenship, along with fact sheets setting the context and providing real-life examples of each.

Printouts of extracts from the handbook can be used as participants' source material in training activities, to raise interest in a topic, as handouts for information, or for material on which to base discussions.

What other resources will you find useful?

In addition to the handbook there are a number of Council of Europe publications that focus explicitly on Digital Citizenship Education. These include the leaflet *Digital Citizenship Education (DCE): 10 domains*, the booklet *Easy steps to help your child become a digital citizen*⁴ and two other publications in the Digital Citizenship Education series: *Volume 1: overview and new perspectives* and *Volume 2: multi-stakeholder consultation report*.⁵ For information about what is available and the work of the Digital Citizenship Education project, go to www.coe.int/dce.

The Council of Europe programme Education for Democratic Citizenship and Human Rights Education has resulted in a comprehensive collection of publications focusing on different aspects of education for life in a diverse democratic culture. These publications can not only help you to set Digital Citizenship Education in its educational context, they will also help you plan and implement practical training activities. They include the *Reference Framework on Competences for Democratic Culture*, and manuals on teacher competences, democratic school governance and policy making as well as lesson materials for teachers.⁶

Further advice and lesson materials on education for democracy and human rights can be found at www.living-democracy.com.

4. Available at www.coe.int/dce.

5. Ibid.

6. www.coe.int/rfcdc

Part 2: Training activities

Starting a training session

A dults are not always as naturally open to learning as children. They want to know what it is they are being asked to learn and why they are being asked to learn it. So it is important, on your first meeting with a group, to set aside a little time to help your participants get in the right frame of mind for training.

It is a good idea, therefore, to start training sessions with some “get to know each other” or group integration activities. Allowing participants some time to present themselves and their ideas to others at the beginning of a session, and to reflect on what they would like from the training, will help focus their attention on the work to follow. Creating a positive atmosphere at the outset also helps to reduce the chance of friction, or of difficult or disruptive behaviour arising later.

Here are some tips for getting started with your group:

- ▶ on first meeting, establish positive contact with your group by introducing yourself, then give participants an opportunity to give their names and speak briefly about themselves and their reasons for attending the training. If you are working with teachers, ask them to say something about the subjects they teach, their students and their school;
- ▶ where participants don't know each other, if you have the time ask them to form pairs and allow five to six minutes for them to learn as much information about each other as they can. Then give each person one minute to present the other member of their pair to the whole group;
- ▶ another useful activity is to bring some pictures that can be associated with digital citizenship or any of the digital citizenship domains, distribute the pictures among the participants, and ask them to suggest connections with the subject of the training. This is a very good activity for getting a group to start thinking about the concept of digital citizenship;
- ▶ it is also useful at the beginning to agree on some simple group rules governing how you will work together during the training, for instance about turn-taking in discussion, keeping to time and switching off mobile phones. This may be done very quickly. But if your training programme lasts longer than a day, and you will be meeting with the same group several times, it can be particularly useful to dedicate a longer period of time to this, say up to an hour, by running a group activity in which participants draw up their own group rules. This also acts as a reminder that Digital Citizenship Education is first and foremost a form of democratic education, and that democracy is best learned by experiencing it in action at first hand – see Activity 1.1.

Activity 1.1: Agreeing on group rules

| | |
|--------------------|--|
| Title | Agreeing on group rules |
| Time | 60 minutes |
| Aim | To help participants understand the role of ground rules in democratic learning, and reflect on how these might be arrived at collectively at the beginning of a Digital Citizenship Education programme or course of work |
| Description | This is an activity for the beginning of a training session after participants have been introduced to each other and have had the opportunity to consider what they might want to get out of the training. The key idea shared with participants is that Digital Citizenship Education is a form of democratic education, and democratic education is best taught by giving learners the opportunity to experience democracy in action. The activity, therefore, is not only useful for ensuring that the training runs smoothly, but also acts as a model for the kind of pedagogy that should characterise teaching and learning in Digital Citizenship Education. By experiencing the process themselves at first hand your participants will get a feel for the sort of democratic methods they should be using with their young learners. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of the importance of agreeing on group rules in democratic learning ▶ To be able to facilitate group rule-making at the beginning of a training seminar, course or programme in Digital Citizenship Education |
| Resources | <ul style="list-style-type: none"> ▶ Coloured Post-it notes ▶ Flip chart ▶ Marker pens |
| Procedure | <ul style="list-style-type: none"> ▶ Start by asking participants a few general questions about how they intend to work together, e.g. What are the rules? Why do we need rules? How should rules be set? Who should set the rules? What happens if the rules are broken? ▶ Explain that you are going to do a short exercise that will help them work freely and constructively as a group. You will give everyone a chance to say what they need to feel comfortable and happy working in this group. ▶ Ask participants to work individually for 5 minutes. They should recall their positive and negative experiences of being a member of different learning groups, and think of the behaviours of team members that facilitate learning and help to create a positive group atmosphere, and those that do not. Ask them to write down examples of observable behaviours they would like to see in other group members, and those they would not like to see. They should write these in the form of rules, namely Do's/Don'ts. (Participants should bear in mind that they will have to obey the rules, too.) ▶ Divide participants randomly into groups of 5. Appoint a co-ordinator in each group. The co-ordinator will be responsible for the organisational aspects of the group work, e.g. distributing resources, giving other group members the floor to speak, checking whether all requirements have been met, ensuring the group has a comfortable working environment. ▶ Then give the groups a few minutes to choose: <ul style="list-style-type: none"> – a timekeeper: to make sure everyone respects time and the group is on time with the task; – a secretary: to make notes on the discussion; – a critic: to look for weaknesses in their proposed rules and make sure each one is simple, clear and expressed in terms of observable behaviour; – a speaker: to speak on behalf of the whole group. <p>If there are only 4 members in a group, combine the role of co-ordinator and timekeeper. If there are 6 members in a group, introduce the role of a “positive team spirit” – a person to express appreciation, and encourage and motivate the others.</p> ▶ Next, ask the participants to take turns presenting and explaining their rules (as previously written down) to the other members of their group. |

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|-------------------|---|
| | <ul style="list-style-type: none"> ▶ Each group should then select 5 rules that members most agree on and check if they are formulated according to the criteria above. The groups should write each rule on a separate Post-it note. ▶ Write “Rules” at the top of a flip chart. Then ask the speaker of one group to present one of its rules. Check if it is clear and refers to observable behaviour. Avoid generalisations (e.g. all should be nice), negative sentences (e.g. don’t be rude) and abstract concepts (e.g. respect each other). If the formulation does not meet the requirements, encourage participants to think how they might reformulate the rule in order to describe observable behaviour, e.g. “Respect each other” does not describe observable behaviour, but could be reformulated in terms of what participants can do to show respect to each other, such as listening carefully, criticising ideas not people, or returning on time after breaks. When the rule has been clarified, stick the Post-it note on which it is written on the flip chart. ▶ Ask the speakers in other groups to see if their groups have a similar rule. They should stick Post-it notes with similar rules on the flip chart next to the first one. ▶ Repeat the procedure, inviting the speaker of the next group to present a rule. ▶ Continue until all the groups’ rules have been discussed. ▶ When all the rules are on the flip chart, ask the participants as a whole whether they are prepared to accept these rules and follow them for the duration of the training session. You may wish to invite them to take a vote on this. Explain that these rules are only provisional and can be altered along the way if there is a consensus within the group to do so. |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to reflect on and share their opinions of the activity, including: <ul style="list-style-type: none"> – the value of establishing group rules with young learners; – the reason why rules should be formulated as observable behaviours. |

Competences for Democratic Culture

Digital Citizenship Education is one element in the preparation of young learners for life in a diverse democratic society. Along with other, non-digital, forms of education for citizenship it aims to equip young learners with the competences needed for effective participation in a democratic culture. For this reason, Digital Citizenship Education builds on and has as its main objectives the RFCDC. It is important, therefore, in the course of training that you ensure your participants are aware of these competences and how they relate to theory and practice in Digital Citizenship Education. In particular, they need to know that the competences they are aiming to develop in young learners in Digital Citizenship Education are based on and derived from the CDC.

The following activity, for you to use or adapt, is intended as a basic introduction to these competences.

Activity 2.1: Competences for Democratic Culture (CDC)

| | |
|--------------------|---|
| Title | Competences for Democratic Culture |
| Time | 90 minutes |
| Aim | To help participants understand the RFCDC and its implications for Digital Citizenship Education |
| Description | In this activity, participants work in groups to match democratic competences to their definitions, and allocate them to one of 4 categories: values, skills, attitudes, and knowledge and understanding. They compare their opinions with the RFCDC and reflect on the usefulness of this framework in democratic education. |
| Outcomes | <ul style="list-style-type: none"> ▶ To become familiar with the CDC ▶ To be able to explain the difference between the 4 spheres of competence |
| Resources | <ul style="list-style-type: none"> ▶ Sets of cards in 2 envelopes, each containing 20 cards listing the CDC (Resource 1) and 20 cards with definitions of the CDC (Resource 2) ▶ Flip chart paper divided into 4 spheres: red, blue, green and orange – labelled respectively “values”, “skills”, “attitudes” and “knowledge and understanding” (See Resource 3) ▶ Copies of the executive summary of the RFCDC, or of relevant extracts |
| Procedure | <ul style="list-style-type: none"> ▶ Ask participants to write their own definitions of the word “competence” individually. When they are ready, ask them to form pairs, compare definitions and together write a common definition. ▶ Then ask participants to form groups of 5-6 and try to formulate a common definition for the whole group. ▶ When the definitions are ready, invite these groups to present them to the wider group and write them down on a flip chart. Highlight the main features of the definitions, e.g. ability to act successfully in different (also new) situations, which are values, skills, attitudes and knowledge and critical understanding. ▶ Introduce the RFCDC and explain the role of these competences in building democracy in a society. Explain the importance of integrating them into everyday working life, including in schools and other institutions of education. You can use the Council of Europe executive summary of the RFCDC here: https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ccc0c ▶ Invite participants to work in groups of about 5. Give each group a set of the competences cards (Resource 1) and a set of the definition cards (Resource 2). Ask them to match the competences to the definitions. ▶ Without debriefing, give each of the groups one of the pieces of flip chart paper divided into the 4 spheres. Use the “butterfly” diagram (Resource 3) as a model. ▶ Ask the groups to place their competences and definitions on the flip chart paper in the appropriate sphere. ▶ Give the groups copies of the executive summary of the RFCDC and ask them to compare their opinions with the opinions of the authors. Tell them that they can change the positions of their cards if they wish to, but they will need to give a reason. Now invite each of the small groups to formulate a collective statement expressing what they think about the CDC, including: <ul style="list-style-type: none"> – general impressions; – things they do not agree with and why; – things that seem most important; – examples of how the competences might be developed at school, in and out of lessons. ▶ Invite the speakers from each group to present their group’s view, allowing time for questions and/or discussion. ▶ Conclude with a discussion on the importance of the RFCDC for Digital Citizenship Education, and on the competences they think are most relevant to this, giving practical examples. |

Debriefing

- ▶ Invite participants to reflect on and share their opinions of the activity, including:
 - how this approach to democratic education differs from more traditional approaches, such as civic education classes;
 - implications of the CDC for the planning and delivery of Digital Citizenship Education in general.

Digital Citizenship Education

While many of your participants will have come across the idea of digital literacy already, they are less likely to be familiar with the concept of digital citizenship. So it will be important at the beginning of training sessions to check the extent of your participants' existing understanding of this area and what they perceive Digital Citizenship Education to be about.

If the area is new to them, you should allow some time for activities that will explain what Digital Citizenship Education is and how it relates to other aspects of education. Key aspects to cover in this time will be:

- ▶ how Digital Citizenship Education fits in with other aspects of citizenship education;
- ▶ what the aims of Digital Citizenship Education ought to be;
- ▶ why Digital Citizenship Education is important;
- ▶ how Digital Citizenship Education relates to media education.

To work effectively with young learners, your participants will need to learn and be able to use simple definitions of digital citizenship and Digital Citizenship Education, and other basic terms in the field. You can find examples of these in the first section of this Trainers' Pack as well as in the handbook.

They will also need to have a good understanding of the CDC as the essential building blocks of education for democratic citizenship and human rights in general, and how these competences form the basis of the 10 "domains" of digital citizenship.

Activity 3.1: The concept of digital citizenship

| | |
|--------------------|--|
| Title | The concept of digital citizenship |
| Time | 60 minutes |
| Aim | To help participants understand the concept of digital citizenship and the 10 areas or “domains” of digital citizenship competence |
| Description | In this activity, participants fill in a 10-part questionnaire relating to the rights and responsibilities of citizens, or members of society, and consider how these might also apply in the digital or online world. They are introduced to the concept of digital citizenship and given a simple definition. The questionnaire is then used to introduce participants to the 10 domains of digital citizenship as the basis for Digital Citizenship Education. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give a definition of digital citizenship ▶ To be able to give an account of some of the rights and responsibilities that go with digital citizenship ▶ To be able to list the 10 domains of digital citizenship |
| Resources | <ul style="list-style-type: none"> ▶ Flip chart ▶ Copies of the questionnaire (Resource 4) ▶ Copies of the handout listing the 10 domains of digital citizenship (Resource 5) |
| Procedure | <ul style="list-style-type: none"> ▶ Give each participant a copy of the questionnaire and ask them to fill it in silently. Explain that they will not have to reveal their answers if they don't want to. ▶ Invite volunteers to read out some of their answers. (Alternatively, you might wish to manage the questionnaire digitally, making the results anonymous and the activity more dynamic generally.) ▶ Ask whether anyone can suggest something that represents the theme of the questionnaire. ▶ Accept all the suggestions. Then, if no one has already said it, suggest that, in one way or another, all the issues relate to the rights or responsibilities we have as citizens, or members of society. Provide an example, such as the right not to be excluded from employment on account of gender, or the responsibility of employers not to discriminate in terms of gender (Q.1). ▶ Divide participants into pairs and ask the pairs to think of rights and responsibilities that go with the other issues raised in the questionnaire. ▶ Invite the pairs to feed back their ideas to the group as a whole. Note some of these down on the flip chart. ▶ Then invite the participants to look again at their responses to the questionnaire. Ask: <ul style="list-style-type: none"> – How many of you wrote an answer, or more than one answer, that related to the digital/online world? – How many of your answers were like this? ▶ Explain that all the issues in the questionnaire could relate to the digital/online world just as much as to the “real” world. Point out how people have rights and responsibilities online just as they do offline. Introduce the concept of digital citizenship and provide a simple definition. ▶ Divide the participants into groups and invite the groups to think of ways in which the issues in the questionnaire can also be issues online. They should think of actual examples. ▶ Bring the groups together into a plenary to share their ideas and examples with the group as a whole. ▶ Then introduce the 10 domains of digital citizenship, using the handout (Resource 5) or a PowerPoint slide. Show how these relate to the issues in the questionnaire and explain that they have been identified by the Council of Europe Digital Citizenship Education Expert Group as the main areas of competence in digital citizenship. (Alternatively, you might ask the participants to create their own domains, then invite them to compare these with those formulated by the Council of Europe. Suggest that if |

| | |
|-------------------|--|
| | <p>they were doing this with younger students, they could be encouraged to design icons or images to help them distinguish between and remember the different domains.)</p> <ul style="list-style-type: none">▶ Finally, provide a few examples of what you see as good digital citizenship, e.g. good online communication, good use of social networks. |
| Debriefing | <ul style="list-style-type: none">▶ Invite participants to reflect on and share their opinions of the activity, including:<ul style="list-style-type: none">– whether the rights and responsibilities that come with digital technology are radically different from or just different versions of offline rights and responsibilities;– how aware young learners already are of these rights and responsibilities. |

Activity 3.2: The 10 domains of digital citizenship

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| Title | The 10 domains of digital citizenship |
| Time | 60 minutes |
| Aim | To help participants become familiar with the 10 domains of digital citizenship and the kinds of competence each covers |
| Description | In this activity, participants take part in a card exercise in small groups matching different digital topics to the digital domains. They reflect on the kind of learning goals that would be appropriate for these topics, and for Digital Citizenship Education in general. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to identify the 10 domains of digital citizenship ▶ To be able to provide an example of a competence relating to each of the 10 domains ▶ To be able to set specific learning goals for each of the competences |
| Resources | <ul style="list-style-type: none"> ▶ Sets of discussion cards: Domains (Resource 6) ▶ Sets of discussion cards: Topics (Resource 7) ▶ Envelopes, flip chart paper, marker pens, stickers |
| Procedure | <ul style="list-style-type: none"> ▶ Introduce students to the 10 domains of digital citizenship as set out in the <i>Digital Citizenship Education handbook</i>. Explain that these 10 areas of digital citizenship competence have been identified by the Council of Europe Digital Citizenship Education Expert Group. Explain how each one covers a range of competences, and that the task in this activity will be for the participants to decide what competence they think these should include. ▶ Divide the participants into small groups. ▶ Give each small group 2 sets of discussion cards in 2 envelopes: 1 set on the domains, the other covering different digital topics (having previously made up these cards using Resources 6 and 7 – 2 different colours for each set). ▶ Invite the groups to match the topics to the digital domains and provide reasons for their choice. ▶ Bring the small groups together in a plenary to present their work to the group as a whole. Encourage them to discuss any points on which they disagree. ▶ Return the participants to their small groups, giving each group a piece of flip chart paper. Ask the groups to devise some Digital Citizenship Education learning goals relating to the topics on the cards they have just been discussing. They should think of at least 1 per topic. Having thought of some examples, they should write “Children should learn ...” at the top of the flip chart paper and write their ideas below in the form of a poster. ▶ When finished, the groups should display their posters on a wall, or lay them on the floor, and participants from other groups should walk around and read them. Give each participant some small stickers, say 3, to stick on the posters against the ideas they judge to be the most interesting or important. ▶ Conclude with a brief discussion of the relative merits of the different suggestions on the posters, and of any other learning goals the participants think are essential to Digital Citizenship Education. |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to reflect on and share their opinions of the activity, including: <ul style="list-style-type: none"> – whether they think there are any areas of competence missing from the 10 domains; – whether they think all the domains are equally important; – who should be responsible for ensuring young learners have an opportunity to develop these competences. |

Activity 3.3: Values, skills, attitudes, and knowledge and critical understanding

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| Title | Values, skills, attitudes, and knowledge and critical understanding |
| Time | 60 minutes |
| Aim | To help participants understand how each of the digital citizenship domains combines values with skills, attitudes, and knowledge and critical understanding |
| Description | In this activity, participants study one of the digital citizenship domains in detail. They work in pairs to identify the kinds of values, skills, attitudes, and knowledge and critical understanding that make up the competences for this domain. Pairs come together to share their thoughts and opinions on different domains. In a plenary, they reflect on the implications of these 4 “spheres” for teaching and learning in Digital Citizenship Education. |
| Outcomes | <ul style="list-style-type: none"> ▶ To understand how each digital citizenship domain comprises a range of values, skills, attitudes, and knowledge and critical understanding ▶ To be familiar with the range of values, skills, attitudes, and knowledge and critical understanding covered in several of the digital citizenship domains ▶ To be aware of some of the implications of these 4 “spheres” for teaching and learning in Digital Citizenship Education generally |
| Resources | <ul style="list-style-type: none"> ▶ Copies of the blank “butterfly” diagram (Resource 3) ▶ Printouts of individual digital domains extracted from the <i>Digital Citizenship Education handbook</i> |
| Procedure | <ul style="list-style-type: none"> ▶ Remind participants of the RFCDC on which the digital citizenship domains are based. Show them the “butterfly” diagram illustrating these competences. Point out how the competences combine 4 spheres: values, skills, attitudes, and knowledge and critical understanding. Explain how this is also true of the 10 domains of digital citizenship. ▶ Spend a little time explaining the differences between values, skills, attitudes, and knowledge and critical understanding. In particular, participants should be aware of the different ways in which these spheres of competence are learned, namely values through examples and role models; skills by repeated practice; attitudes by frequent exposure; and knowledge and critical understanding by research and enquiry. ▶ Give each participant a copy of the blank “butterfly” diagram and a printout of one of the digital citizenship domains extracted from the handbook. You should distribute the printouts randomly among the participants, making sure there is an even number of each digital domain. ▶ Give participants some time on their own to read silently through the materials on their allocated digital domain. ▶ Invite the participants to form a pair with someone else who has been allocated the same digital domain to study. ▶ Ask the pairs to fill out their blank “butterfly” diagram handouts with the values, skills, attitudes, and knowledge and critical understanding they think are appropriate for their domain. ▶ Invite the pairs to find a pair that has been studying a different domain to share and discuss their work. ▶ Repeat with different pairs according to the time available. ▶ Give participants copies of the completed “butterfly” diagram (Resource 15) and conclude with a discussion on the implications of the 4 spheres of competence for teaching and learning methods, e.g. does skill learning depend on practice, or values on role models and examples? If so, what does this mean for the teacher and their practice? |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to reflect on and share their opinions of the activity, including: <ul style="list-style-type: none"> – how to share the 4 spheres of digital citizenship competence with young learners; – how to ensure all 4 spheres are covered in education; – the morality of assessing an individual’s values or attitudes. |

Introducing the digital citizenship domains

At the heart of Digital Citizenship Education lie the 10 domains of digital citizenship. These are the areas of competence that your participants should be seeking to develop in their young learners. It is important, therefore, that they gain a good grasp of the contents of each of these domains and what they mean in practice in young learners' lives. In the following section, you will find 10 training activities you can use for this purpose – one for each domain.

It is very unlikely that you will ever have time in any training programme or course to cover all the domains in detail. More likely it will be a question of selecting the domains that participants feel the need to learn about most, or in which they are weakest.

Whichever domains you select, however, there are two elements you should make sure you include in every session. Firstly, while you can only focus in detail on one aspect of a domain in any activity, you should try to make sure that participants have the chance to find out what is included in the domain as a whole. This is why it is recommended that you make a short general presentation on the domain at the beginning of every training activity. You will find more details on each of the domains in the handbook, which you can also print out as a handout for participants if you wish.

Secondly, a short debriefing slot at the end of each training activity is essential if you want your participants to really integrate what they have learned into their everyday practice with young learners. Key questions to ask during debriefing include:

- ▶ how does this domain relate to young learners' lives as opposed to adults'?
- ▶ what can you do to help young learners develop the competences in the domain?
- ▶ could the present training activity be adapted for young learners? If so, how?

This section ends with a training activity designed to bring practitioners' understanding of the 10 domains to bear on the situation in their own school and in schools like theirs.

Activity 4.1: Access and inclusion

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| Title | Digital domain 1: Access and inclusion |
| Time | 70 minutes |
| Aim | To help participants understand a range of responses to issues of access and inclusion relating to digital citizenship, and reflect on how they might share these with young learners |
| Description | In this activity, participants are presented with different models of educational inclusion and invited to reflect on how these might apply in the online world with young learners. They are introduced to the Seven Principles of Universal Design and reflect on how they might apply them in their own practice of Digital Citizenship Education. They consider how they might share their understanding of, and responses to, issues of access and inclusion in relation to digital citizenship with young learners. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of the digital domain access and inclusion ▶ To be familiar with different models of educational inclusion ▶ To be able to give an account of a range of issues of access and inclusion relating to digital citizenship ▶ To be able to apply the Seven Principles of Universal Design ▶ To be able to introduce issues of inclusion and access in this area to young learners |
| Resources | <ul style="list-style-type: none"> ▶ Copies of the children with disabilities handout (Resource 9) ▶ Copies of the inclusion-exclusion diagrams handout (Resource 10) ▶ Flip chart |
| Procedure | <ul style="list-style-type: none"> ▶ Introduce participants to the digital domain access and inclusion. ▶ Divide participants into 7 small groups. ▶ Give each group copies of the handout children with disabilities and the handout inclusion-exclusion diagrams. Explain that the 4 models in the first handout are taken from a United Nations document on inclusive education: (https://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf) ▶ Then ask groups to match the 4 different approaches in the first handout to the diagrams in the second. ▶ Invite one of the groups to share their answers for the matching exercise. Then go over the approaches again to ensure that everyone understands the correct answers. ▶ Ask the groups to generate examples of what the different approaches might mean in the context of digital technology for young learners with disabilities. ▶ Invite volunteers to share some of their examples with the group as a whole. Divide a flip chart into 4 quarters to represent the different approaches and record the groups' examples in these. ▶ Write the Seven Principles of Universal Design on a flip chart. Allocate one of these to each of the 7 groups and explain that you would like the groups to work on and become "experts" in the principle they have been given. Give all the groups a link to the PDF explaining these principles (http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/7-Principals-.pdf). Give the groups 15-20 minutes to reflect on and discuss what their allocated principle might mean in practice for the inclusion of children with disabilities in educational processes, both digitally and non-digitally. ▶ Mix the participants up to create new working groups with at least 7 people in each. Make sure there is at least 1 expert in each principle in each group. Then give the experts 5 minutes each to explain their principle to the rest of their group. (Should there be more than 1 expert per principle, divide up their time accordingly.) ▶ Bring all the participants back together in a plenary. Ask them: <ul style="list-style-type: none"> – Did you understand all the principles, or is some further explanation needed? – Which do you think are the most important of these principles insofar as Digital Citizenship Education is concerned? Why? |

Debriefing

- ▶ Invite participants to reflect on and share their opinions of the activity, including:
 - how young learners can become more aware of the problems of digital access or inclusion experienced by their peers;
 - ways in which young learners can help their peers deal with these problems.

Activity 4.2: Learning and creativity

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| Title | Digital domain 2: learning and creativity |
| Time | 120+ minutes |
| Aim | To help participants recognise the importance of giving young learners opportunities to use their own creativity to create unique online content, and become familiar with a range of online editing tools that young learners can use for this purpose |
| Description | In this activity, participants are given a free hand to create online content using different online editing tools. The topic is “digital citizenship”. Having created and presented their content, they reflect on the need to give young learners space to develop their own creativity, and consider online tools they might use for this purpose. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of the digital domain learning and creativity ▶ To be aware of and able to use different online editing tools ▶ To be aware of the need to give learners space to develop their own creativity in the digital world |
| Resources | <ul style="list-style-type: none"> ▶ Links to free blog platforms, e.g. WordPress, Wix. ▶ Links to free podcasting platforms, e.g. Spreaker, SoundCloud. ▶ Links to free video log platforms, e.g. YouTube, Vimeo. ▶ Links to free visual editors platforms, e.g. Padlet, Canva, Prezi. |
| Procedure | <ul style="list-style-type: none"> ▶ Introduce participants to the digital domain learning and creativity. ▶ Divide participants into 4 groups and number them. ▶ Tell groups their task is to present and explain the idea of “digital citizenship” as they understand it by creating online content. Each group will use a different medium: <ul style="list-style-type: none"> – Group 1: an online blog; – Group 2: a podcast; – Group 3: a video log; – Group 4: a graphic presentation visible online. ▶ Provide each group with links to examples of free online editing tools that they might use for their task – see Resources above. Otherwise give them no more instructions at all. Just tell them it is up to them. ▶ When they have finished, bring them all together in a plenary and invite each group in turn to present their content to the group as a whole. ▶ Allow a few minutes for the other participants to ask questions, compliment or criticise (constructively) other groups’ work. ▶ Ask participants how it felt to be given a free hand in this way, and what its advantages and disadvantages were. |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to reflect on and share their opinions of the activity, including on: <ul style="list-style-type: none"> – opportunities for young learners to create their own online content; – different online editing tools. |

Activity 4.3: Media and information literacy

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| Title | Digital domain 3: media and information literacy |
| Time | 90 minutes |
| Aim | To help participants consider how they can develop young learners' ability to identify fake news |
| Description | In this activity, participants are introduced to the problem of identifying fake news, as one of the competences in the digital domain of media and information literacy. Through creating and presenting a fake news quiz to other participants, they come to recognise a range of problems surrounding the identification of online fake news. Using this, they speculate on the difficulties young learners may have in this respect, and consider how these might be overcome through education. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of the digital domain media and information literacy ▶ To be able to use a range of tools for identifying fake news and scoping the origin of images ▶ To be able to explain some of the difficulties young learners may have in identifying fake news ▶ To be able to improve young learners' capacity to identify fake news |
| Resources | <ul style="list-style-type: none"> ▶ Link to YouTube video about fake news |
| Procedure | <ul style="list-style-type: none"> ▶ Introduce the digital domain media and information literacy. Explain that in this activity participants will be focusing on just one of the skills in this domain – the ability to recognise fake news. ▶ Show the YouTube video about fake news: www.youtube.com/watch?v=X_yj1UMQEac. This takes about 10 minutes. ▶ Divide participants into small groups. ▶ Explain that their task is to devise a short quiz for the other participants. The quiz should be in 2 parts. In the first part, they should present 3 news headlines – 2 real and 1 fake. In the second part they should present 3 news headlines and 3 images, but mix them up to create 2 examples of fake news and 1 example of real news. (If time is short, you may decide to do only one of these.) ▶ Each group then presents their quiz to the other groups and sees whether they are able to tell fake from real news. ▶ Afterwards, discuss the experience of trying to tell fake from real news: <ul style="list-style-type: none"> – Was it easy to spot the fake news? – What processes did you go through in trying to tell fake from real? – What tools do you know that can help us spot fake news? – What tools do you know that can help us scope the origin of an image? |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to reflect on and share their opinions of the activity, including on: <ul style="list-style-type: none"> – particular difficulties young learners may have in identifying fake news; – the problem of sharing fake news unawares. |

Activity 4.4: Ethics and empathy

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| Title | Digital domain 4: ethics and empathy |
| Time | 45 minutes |
| Aim | To help participants reflect on existing and future ethical challenges digital citizens will have to face |
| Description | In this activity, participants work in groups to consider existing and future ethical challenges. They explore 4 challenges: artificial intelligence; big data and privacy; news and media; and democracy and participation. They reflect on the role of educators in preparing young learners to meet these challenges. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of the digital domain ethics and empathy ▶ To become more aware of the range of ethical challenges young digital citizens have to face now and in the future ▶ To be able to respond professionally to the needs of young learners facing these challenges |
| Resources | <ul style="list-style-type: none"> ▶ Flip chart paper, marker pens |
| Procedure | <ul style="list-style-type: none"> ▶ Introduce participants to the digital domain of ethics and empathy using the following extract from the <i>Digital Citizenship Education handbook</i>: “Ethics are the moral principles that govern people’s behaviour and the way they conduct life’s activities. Although ethics are generally assumed to be based on what is accepted as morally good and bad within a given society or group, in digital environments accepted behaviour often deviates from what is ethical and, indeed, unethical behaviour is sometimes seemingly even condoned. Moreover, as the borderless world of digital technology enables us to move effortlessly from one social framework or community to another, what is accepted as morally good or bad in one may clash with expectations in another.” ▶ Explain that they will be invited to reflect on present and future ethical challenges digital citizens will have to face. ▶ Divide participants into 4 groups. ▶ Allocate one of the following topics to each group: <ul style="list-style-type: none"> – artificial intelligence; – big data and privacy; – news and media; – democracy and participation. ▶ Give each group a piece of flip chart paper and ask them to divide it into 3 columns. Invite the group to reflect together on the following 3 issues and write their thoughts in the different columns thus: <ul style="list-style-type: none"> – Column 1: Ethical challenges that they can already see; – Column 2: Ethical challenges that they foresee in the immediate future; – Column 3: Priorities educators should focus on with regard to these challenges. ▶ Then ask for a volunteer from each group to present their ideas to the group as a whole. ▶ Conclude with a discussion on the group presentations, including issues on which participants disagree. Try to establish where participants think the most serious challenges lie and how they think education should respond to these. |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to reflect on and share their opinions of the activity, including: <ul style="list-style-type: none"> – how to present these challenges to young learners of different ages; – ethical challenges that arise in different digital domains. |

Activity 4.5: Health and well-being

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| Title | Digital domain 5: health and well-being |
| Time | 60 minutes |
| Aim | To help participants reflect on some of the harmful effects of the digital world, and consider how young learners might be alerted to these and deal with them |
| Description | In this activity, participants develop role-plays as a way of reflecting on the positive and negative consequences of internet use. Focusing on the harmful effects, they consider how to alert young learners to some of the potential dangers they face and how they might help young learners handle these. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of the digital domain health and well-being ▶ To be aware of different concrete actions that can be taken to encourage a healthy use of digital technology |
| Resources | <ul style="list-style-type: none"> ▶ Council of Europe: description of Digital Citizenship Education health and well-being domain: www.coe.int/en/web/digital-citizenship-education/health-and-wellbeing ▶ The Telegraph: "A decade of smartphones: We now spend an entire day every week online": www.telegraph.co.uk/news/2018/08/01/decade-smartphones-now-spend-entire-day-every-week-online ▶ Digital footprint questionnaire (Resource 11) |
| Procedure | <ul style="list-style-type: none"> ▶ Introduce participants to the digital domain health and well-being. ▶ Ask them what they understand by "well-being online". When they have offered their own opinions, give them some existing definitions to consider, e.g.: <ul style="list-style-type: none"> – "being aware of the issues and opportunities that can affect the sphere of wellness: fighting against internet addiction, keeping the right ergonomic posture, being informed about the risks of constantly using mobile devices." (Council of Europe); – "the use of digital tools to facilitate and help humans reach their purposes and free the full potential of technology, instead of getting distracted or interrupted by it." (Google Digital Training). ▶ Ask participants to fill in an individual daily schedule of their personal use of technology (Resource 11). About 10 minutes should be enough for this. ▶ Then divide them into small groups to compare their results. Ask them to discuss the following questions: <ul style="list-style-type: none"> – Are you surprised at the number of times you check your mobile devices and the overall time you spend on digital tools each day? – How do you rate your own digital behaviour? – How do you feel about it? – What added value do these digital technologies bring to your life? – Is there anything you would like to change about your digital behaviour? ▶ Ask each group to report the most important elements in their discussions. Then give them some general data on people's use of digital technology: <ul style="list-style-type: none"> – average time spent online weekly in the UK is 24 hours (twice as much as 10 years ago); – 20% of adults say they spend 40 hours per week on the Web; – average time spent on mobile devices daily in the US is 6 hours; – adults check their mobile devices around 50 times per day; – teenagers check their mobile devices more than 80 times per day. ▶ Close the activity with some useful tips on increasing the healthy use of digital tools to promote online well-being, e.g.: <ul style="list-style-type: none"> – becoming more aware of your reasons for using ICT; – becoming more aware of the times and the hours spent online or on digital tools (there are apps that can help, e.g. Apple's Screen Time, Google digital well-being app, RescueTime); |

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| | <ul style="list-style-type: none"> – planning some “device-free” time, e.g. meetings, lunches; – charging your phone away from your bed (to improve sleep); – managing notifications in order to receive fewer; – use the “do not disturb” mode when you need to focus. <p>▶ Ask participants if they can come up with some more tips. (If the group is small enough you could consider conducting the whole activity in a plenary. Another variation would be to split the activity in two and focus only on one part of it, e.g. spending more time either on daily routines or on developing healthy habits.)</p> |
| Debriefing | <p>▶ Invite participants to reflect on and share their opinions of the activity, including:</p> <ul style="list-style-type: none"> – harmful effects of the internet for young learners; – how education might help young learners to deal with these. |

Activity 4.6: e-Presence and communications

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| Title | Digital domain 6: e-presence and communications |
| Time | 30-45 minutes |
| Aim | To help participants understand the concept of a digital footprint, and consider ways in which they can encourage young learners to reflect on and take control of their own digital footprints |
| Description | In this activity, participants reflect on their digital footprints, in an exercise in which they are asked to agree/disagree with a series of statements. They consider how they can use this exercise with young learners to help them reflect on and take control of their own digital footprints. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of the digital domain e-presence and communications ▶ To be able to explain the concept of a digital footprint ▶ To be able to identify and take control of their own digital footprints ▶ To be able to help young learners identify and take control of their own digital footprints |
| Resources | <ul style="list-style-type: none"> ▶ List of agree/disagree statements (Resource 12) ▶ Common Sense Education – Digital Footprint & Reputation: www.commonsense.org/education/digital-citizenship/digital-footprint-and-reputation ▶ <i>Digital Citizenship Education handbook</i> – E-presence and communications section |
| Procedure | <ul style="list-style-type: none"> ▶ Introduce participants to the digital domain e-presence and communications. ▶ Explain the concept of a “digital footprint” and how the fact of being online means creating and spreading an image of oneself that, once public, is difficult to control. ▶ Clear any furniture to one side and ask participants to form a line along a wall of the room. ▶ Explain that you will be reading out a number of statements and each time they agree with one of the statements they should take a step forward. ▶ Stand at the opposite end of the room and begin to read the list of questions (Resource 12) one at a time. Feel free to vary the list, deleting or adding as you think fit. ▶ When you get to the end of the list, ask the participants to look around to see where they are in the room in relation to the others. ▶ Whilst they remain standing there, ask them to reflect on what the activity has told them about their own digital footprints: <ul style="list-style-type: none"> – How do you feel about your digital footprint now? – What do you think are the advantages and disadvantages of having a digital footprint? – How can you reduce your digital footprint? ▶ Bring the group together into a plenary to discuss the potential consequences of having a digital footprint. Give some concrete examples to stimulate the discussion, e.g. telling people on Facebook that you are going on holiday may make your house vulnerable to burglary. Talk about what it might mean to have a responsible digital footprint. (A different way of introducing this activity would be to use an online tool for a real-time survey. This would also have the benefit of maintaining the anonymity of participants.) (Another variation would be to ask participants to go on Facebook or Instagram and download all the data they can find about themselves, or to find what other people can see about them. Alternatively, they could investigate their digital footprints in pairs, with each member of the pair trying to find as much information as they can about the other.) |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to reflect on and share their opinions of the activity, including: <ul style="list-style-type: none"> – the sort of digital footprints young learners are likely to have; – how useful an exercise like this might be for drawing young people’s attention to their digital footprints; – the importance of taking care of one’s e-presence; – the relationship between e-presence and communications mediated by technology. |

Activity 4.7: Active participation

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| Title | Digital domain 7: active participation |
| Time | 50 minutes |
| Aim | To help participants reflect on digital technology as a vehicle for active citizenship, and consider how they can introduce this aspect of digital technology to young learners |
| Description | In this activity, participants reflect on what they understand by online citizen participation in a paired discussion activity. They think about the advantages and disadvantages of using digital technology as a vehicle for community participation, and consider how they might share these in age-appropriate ways with young learners. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of the digital domain active participation ▶ To be able to explain the advantages and disadvantages of digital technology as a vehicle for active citizenship ▶ To be able to show young learners how digital technologies can help them participate in their community more effectively |
| Resources | <ul style="list-style-type: none"> ▶ Miro: https://miro.com/ ▶ Padlet: https://padlet.com ▶ Etherpad: http://etherpad.org ▶ Set of numbered cards (1,2,3 ... , etc.) and a set with letters (A,B,C ... , etc.) |
| Procedure | <ul style="list-style-type: none"> ▶ Introduce participants to the digital domain active participation. ▶ Explain that in this activity they will be focusing on the use of online collaborative tools. ▶ Tell participants that the goal of the activity is to reflect on what they understand by online citizenship participation and how digital technology can help or hinder this process. ▶ Divide the participants into 2 groups. Provide half of them with numbered cards (1,2,3 ... , etc.) and the other half with cards with letters (A,B,C ... , etc.). ▶ Ask participants to form pairs by matching numbered cards to those with letters. ▶ Explain that you are going to give them some questions to discuss. They will have 6 minutes in which to discuss them. When the 6 minutes are up they are to form another pair and repeat the process, and so on. ▶ Give pairs the questions they are going to discuss. You can put them on cards, show them on a slide, or put them on a flip chart, and so on. The questions are: <ul style="list-style-type: none"> – What do you understand by “online citizen participation”? – What new opportunities and possibilities does the digital world offer for citizen participation? – What are the risks of using or relying too much on ICT for citizen participation? – What are the best online tools for citizenship participation? ▶ After about 30 minutes draw the participants back together into a plenary and ask: <ul style="list-style-type: none"> – What kind of issues emerged in your discussions? – How can digital technologies help you as a citizen to participate in your community? – Are there any dangers of using technology for this? If so, what are they? – What online tools do you know that can help with this? <p>(This activity is more suitable for secondary-age learners. To make it accessible for younger learners, you could base it around a concrete example, case study or role-play, that is something tangible.)</p> |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to reflect on and share their opinions of the activity, including: <ul style="list-style-type: none"> – the most relevant online citizenship issues for young learners of different ages; – how young learners can use digital technology for youth action. |

Activity 4.8: Rights and responsibilities

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| Title | Digital domain 8: rights and responsibilities |
| Time | 60 minutes |
| Aim | To help participants reflect on the rights and responsibilities of digital citizens and how young learners can be introduced to these |
| Description | In this activity, participants work in groups to identify the rights and responsibilities that go with digital citizenship. Groups each devise an online “code of conduct” listing what they see as the most important online rights and responsibilities, making note of potentially controversial issues. They compare their completed codes of conduct and try to reach a consensus on what such a code should ideally contain. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of the digital domain rights and responsibilities ▶ To be aware of a range of rights and responsibilities that go with digital citizenship ▶ To become familiar with the concept of an online “code of conduct” |
| Resources | <ul style="list-style-type: none"> ▶ Flip chart paper, marker pens |
| Procedure | <ul style="list-style-type: none"> ▶ Briefly introduce participants to the digital domain rights and responsibilities, using the <i>Digital Citizenship Education handbook</i>. ▶ Divide up the participants into groups of 4 or 5. ▶ Give each group a piece of flip chart paper divided into 3 columns. Label each column thus: <ul style="list-style-type: none"> – Column 1: Potential controversial issues; – Column 2: I should have a right to ...; – Column 3: I should have a responsibility to ▶ Explain that the task of the groups will be to draw up a digital citizenship “code of conduct”. They should try to identify the main rights and responsibilities that come with digital citizenship and enter them in the appropriate columns on their paper. The first column should be reserved for the most relevant controversial issues associated with being an online citizen; the second, for the fundamental online rights we need to advocate; and the third, for the unavoidable duties we owe to the online community, now and in the future. ▶ Groups display their finished codes of conduct for the rest to see and question. ▶ Invite the participants to compare their own ideas with the children’s. ▶ Conclude with a brief discussion on what an online code of conduct for young learners might look like. |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to reflect on and share their opinions of the activity, including: <ul style="list-style-type: none"> – whether the online rights and responsibilities of children are the same as those of adults; – how to introduce online rights and responsibilities to young learners; – the value of young learners drawing up their own online codes of conduct. |

Activity 4.9: Privacy and security

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| Title | Digital domain 9: privacy and security |
| Time | 90 minutes |
| Aim | To help participants reflect on the implications of new developments in digital technology for personal privacy and security |
| Description | In this activity, participants work in 4 groups to consider the privacy and security implications of different imaginary developments in digital technology. The groups present their views on these and discuss issues of privacy and security arising out of already existing forms of technology. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of the digital domain privacy and security ▶ To become aware of a range of privacy and security issues implicit in the use of modern digital technology |
| Resources | <ul style="list-style-type: none"> ▶ Copies of the 4 case studies (Resource 8) ▶ Flip chart paper, marker pens |
| Procedure | <ul style="list-style-type: none"> ▶ Briefly introduce the digital domain privacy and security using the <i>Digital Citizenship Education handbook</i>. ▶ Divide the participants into 4 groups. ▶ Give each group copies of one of the case studies, flip chart paper and marker pens. ▶ Invite the groups to discuss their case study using the guiding questions accompanying it. They should then prepare a presentation on what they think of the imaginary technology described in their case study, based on the questions. ▶ Bring the groups back together into a plenary and ask each group in turn to present their work. Allow time for points of information, questions and discussion. ▶ Conclude with a discussion of the privacy and security issues participants believe are implicit in already existing technology. <p>(The case studies in this activity might also be used in connection with digital domains 8 and 9. Where time is short it is possible to combine the 3 domains into a single activity.)</p> <p>(A further variation would be to ask groups to generate their own case studies, stipulating that they have to raise issues of privacy and/or security. You could, for example, suggest that the case studies relate to young people, e.g. identifying radicalised students.)</p> |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to reflect on and share their opinions of the activity, including: <ul style="list-style-type: none"> – how this activity might be adapted for use with young learners; – digital-related issues of privacy and security that particularly impact young learners; – the potential contribution of the school data protection officer to classroom learning. |

Activity 4.10: Consumer awareness

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| Title | Digital domain 10: consumer awareness |
| Time | 90 minutes |
| Aim | To help participants understand the economic models underlying different apps and internet services |
| Description | In this activity, participants work in small groups to investigate the “citizenship” qualities of different apps and internet services. They share their research with each other and reflect on the extent to which internet companies promote or undermine a culture of democracy. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of the digital domain consumer awareness ▶ To be aware of the economic models underlying different apps and internet services |
| Resources | <ul style="list-style-type: none"> ▶ Access to the internet |
| Procedure | <ul style="list-style-type: none"> ▶ Briefly introduce the digital domain consumer awareness using the <i>Digital Citizenship Education handbook</i>. Explain how this domain of competence goes much further than simple buying and selling online. ▶ Divide the participants into small groups and give each group a different economic model to research on the internet, e.g.: <ul style="list-style-type: none"> – TikTok (www.tiktok.com); – WhatsApp (www.whatsapp.com); – Spotify (www.spotify.com); – Fortnite (www.epicgames.com/fortnite/it/buy-now/battle-royale); – Google Drive (https://drive.google.com); – Twitch (www.twitch.tv). ▶ Give the groups the following questions to guide their research: <ul style="list-style-type: none"> – What does your company do? – Is it supported by other companies? – Why is it so successful? – Are there any similar apps or services? – How is it sustainable? – How could it increase its income? – How could it be improved ethically? ▶ Explain that the task of the group will be to present the economic model of their allocated company to the rest of the participants and rate it in terms of “citizenship”. ▶ Ask the groups to present their research. ▶ Conclude with a brief discussion of the extent to which apps or internet services like these promote or undermine a culture of democratic citizenship. |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to reflect on and share their opinions of the activity, including: <ul style="list-style-type: none"> – how to present these issues to young learners; – the aspects of online consumer awareness most relevant to young learners. |

Activity 4.11: Identifying school needs

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| Title | Identifying school needs |
| Time | 90 minutes |
| Aim | To help participants identify the characteristic learning needs of students in their type of school or phase of education and reflect on how well-equipped they and their colleagues are to deal with these |
| Description | In this activity, participants work in groups with colleagues from their own school, or from the same type of school or phase of education, to identify the basic approach to Digital Citizenship Education that they think is needed in their context. By filling out an index, participants reflect on and discuss the characteristic learning needs of students in their school and similar schools with regard to Digital Citizenship Education. They identify their own strengths and weaknesses with respect to training needs in this area, and consider the needs of their colleagues back in school. They then design a simple Digital Citizenship Education learning activity appropriate to their own school context. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to identify the characteristic learning needs of students in their type of school or phase of education with regard to Digital Citizenship Education ▶ To be able to identify their own training needs and those of their professional colleagues in the area of Digital Citizenship Education ▶ To be able to design a simple Digital Citizenship Education learning activity suitable for their own school context |
| Resources | <ul style="list-style-type: none"> ▶ Copies of the Index for Digital Citizenship Education (Resource 16) ▶ Copies of the learning activity template (Resource 17) |
| Procedure | <p>For this activity participants should already be familiar with the 10 domains of Digital Citizenship Education. You should make sure everyone has a basic grasp of these before proceeding.</p> <ul style="list-style-type: none"> ▶ Give each participant a copy of the Index for Digital Citizenship Education (Resource 16) and explain that it is tool designed to help them think about the kind of learning needs students in their schools are likely to have with regard to Digital Citizenship Education. ▶ Ask participants to begin to fill out the index individually in relation to their own school context. ▶ Divide participants into groups representing the same type of school or phase of education, e.g. special educational needs, kindergarten, primary, secondary, vocational, high school. ▶ Ask participants to share how they have filled out the index with the other members in their group, allowing some time for them to question each other and discuss. ▶ Ask the groups to reflect collectively on the following issues: <ul style="list-style-type: none"> – In which of the domains do you think your students’ learning needs are the greatest? – Which of the domains do you feel most comfortable with personally? – Which of the domains do you feel you need more training on? – How competent would you say your colleagues were in handling the domains? – What kind of training do you think would help them most? ▶ Invite the groups to present their thinking on these issues to the wider group in a plenary. When all have presented, ask the groups how their views on students’ learning needs and their own training needs relate to each other, to create a bigger picture of Digital Citizenship Education across the types of and phases of education. ▶ Finally, ask participants to return to their groups to plan a simple Digital Citizenship Education activity that they think they or anyone else in their school will be able to implement. They should specify the domain or domains it covers and present their idea in the learning activity template (Resource 17). <p>(This activity can also be used when the participants all come from the same school. Simply arrange the small groups randomly, instead of by school type. This can provide a useful foundation for thinking about a whole-school policy.)</p> |

Debriefing

- ▶ Invite participants to reflect on and share their opinions of the activity, including:
 - how students' learning needs in Digital Citizenship Education vary with age, type of school and phase of education;
 - priority areas for professional training in Digital Citizenship Education in their school or phase of education.

Activities for school students

As a trainer it is unlikely that you will be delivering Digital Citizenship Education experiences directly to school students, but you may be asked to support teachers in doing this. For this reason, it is important to familiarise yourself with the range of Digital Citizenship Education learning activities that teachers might employ in school and the sorts of methods they can use.

The most effective way to coach teachers in classroom work in Digital Citizenship Education is to give them opportunities to experience at first hand the kind of learning activities they might use themselves in the classroom. In effect this means "teaching" teachers the lessons they will in due course teach to students. The key element in this process is the provision of time for teachers to reflect on and learn from this experience. The provision of a carefully structured debriefing session is essential.

In what follows you will find three model lessons to use or adapt for this purpose.

Activity 5.1: Being a digital citizen

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| Title | Being a digital citizen |
| Time | 90 minutes |
| Aim | To help students understand what it means to be a digital citizen, what Digital Citizenship Education involves, and how they can benefit from it |
| Description | In this activity, students brainstorm the term “digital citizen” and reflect on what it means to be a digital citizen. They learn about the concept of Digital Citizenship Education and produce a meme explaining its benefits. They share their memes with the rest of the school community as a way of introducing them to Digital Citizenship Education as a new school learning programme. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to explain what it means to be a digital citizen ▶ To be able to explain what digital citizenship means to them personally ▶ To be able to define Digital Citizenship Education and what it is for |
| Resources | <ul style="list-style-type: none"> ▶ Flip chart/blackboard/whiteboard ▶ Video projector ▶ Computers/mobile phones ▶ Meme producer websites, e.g. https://imgur.com/memegen, http://livememe.com, http://memedad.com ▶ Movable display board |
| Procedure | <ul style="list-style-type: none"> ▶ Tell students that the topic they are going to be looking at is digital citizenship – what a digital citizen is, who can be a digital citizen and how you become one. Check if anyone has heard the term before. ▶ At the top of the blackboard/whiteboard/flip chart write: “A digital citizen means...”. Then ask students to brainstorm the kind of things they think a digital citizen might do, how they might behave, what sort of attitudes they might have, etc. Note down the answers for all to see. ▶ Summarise the answers. Then ask: <ul style="list-style-type: none"> – How do you become a person like this? (Do you have to pass a test?) – Could <i>you</i> become a digital citizen? (Are you already one?) – What makes you think you are already a digital citizen? ▶ Ask students to help you come up with a definition of Digital Citizenship Education. Explain that it is something new that schools are just beginning to do. Say it is all about helping people become better at being digital citizens. Then write the definition on the whiteboard/flip chart. ▶ Explain that their task will be, in small working groups or individually, to produce a meme explaining Digital Citizenship Education to the other students in school. They should use classroom computers for this, or their own mobile phones if they are allowed. (If there is no access to digital tools, you can ask them to draw their memes.) ▶ Ask them to share their memes through an online bulletin board, e.g. Padlet, or to print out the memes and display them in the classroom. Invite students to vote on which they think are the best. Ask them to explain their choice. ▶ Share the work on the school web page. If you choose to print the memes, ask some volunteers to stick them onto a movable display board and place this in a prominent location in the school, e.g. canteen, main entrance. (If you don’t have access to a board, you could stick the memes on flip chart paper and make 1 or more posters.) (A variation on this would be students producing 1-minute videos on their mobile phones, or some other device, and posting them on a private YouTube page, but they may need extra support organising a storyboard. Another variation would be to post the memes on a website or social media page, e.g. using Wix, Edublogs.) |

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| | <ul style="list-style-type: none">▶ When this has been done, check students' learning by going around the group and asking each student in turn to say one important thing they have learned about being a digital citizen.▶ An interesting follow-up would be for students to find out what kind of impression their display of memes has had on other students, as well as on adults. |
| Debriefing | <ul style="list-style-type: none">▶ Invite participants to consider whether they could use an activity like this with students in their school or in other schools and, if so, how they would adapt it to suit their context. |

Activity 5.2: Analysing the news

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| Title | Analysing the news |
| Time | 60 + 60 minutes |
| Aim | To arouse students' curiosity about the way news stories are selected and edited, and develop the skills and attitudes needed to critically analyse news production and reception |
| Description | In this activity, students choose news stories that interest them with the help of family members or someone at home. Back in school, students present their choices to their group. The stories that are most popular with the group are presented by the students who brought them, and these presentations are edited by the teacher during the week. At the next session the edited version is shown to the group and this is made the basis of a critical discussion of how news is selected and edited in offline life. Students generate a set of critical questions that can be applied to any news story. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to explain some of the processes behind news production ▶ To be able to analyse news production and reception critically ▶ To be able to discuss news stories with family members or others at home |
| Resources | <ul style="list-style-type: none"> ▶ Smartphone ▶ Computer ▶ Whiteboard/blackboard/flip chart ▶ Post-it notes or small cards ▶ Video projector (or equivalent) ▶ Da Vinci Resolve (www.blackmagicdesign.com/it/products/davinciresolve) ▶ VSDC (www.videosoftdev.com/) |
| Procedure | <ul style="list-style-type: none"> ▶ At least a day before the session ask students to choose a current news story that interests them (either printed or digital) with the help of a family member or someone at home. They should make a note of the headline and the main details of the story. ▶ In the session, ask students to write down clearly the headlines and topics of their chosen stories on a small card or Post-it note. Give each student a separate number or letter that they should also write down clearly. Then ask them to stick their cards/Post-it notes in a display area or on a wall. ▶ Invite students to look at the display and read all the cards/notes carefully, in silence. They should then select the story they find most interesting (not their own) and remember which number it was. ▶ Find out which stories the students have selected and pick out the 4 or 5 most popular. ▶ Invite the students whose stories have been chosen to present these to the class in more detail. Prepare a set of questions for you to use to help the students with this, such as: <ul style="list-style-type: none"> – What is your story about? – What first attracted you to it? – Where did you find it? – What happens in it? ▶ As this is taking place you (or someone else) should be videotaping the presentations, e.g. on a smartphone. ▶ Explain that you will be editing the presentations during the week and you will show them the results when the class next meets. ▶ When time allows, you should then edit the presentations. ▶ In the next session, show the edited versions of the presentations. ▶ Use this as the basis for a discussion of how news is produced and received. Areas to explore include how news is always: <ul style="list-style-type: none"> – Selected – What impression would an outsider have of the interests of the class as a whole if they only saw the recorded presentations? What about all the stories they didn't see? |

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| | <ul style="list-style-type: none"> – Selected for a purpose – Why did you choose your stories in the first place? Who chose it, you or your parents? On what basis were these later reduced to 4 or 5? – Edited – What was the difference between watching the presentations in the flesh and seeing the edited version? What would someone think if they only saw the edited versions? <ul style="list-style-type: none"> ▶ See how far the students can apply these questions to actual news stories, printed or digital. ▶ Divide the students into small groups of 2 or 3, and ask them to generate some general questions that they think we should ask of any news story we read or see. ▶ Invite the students to share their ideas with each other. ▶ Finally, check students' learning by asking them what they would say if their parents (or whoever helped them) asked why they were studying news stories at school. (Should the opportunity arise, you could show the edited presentations at a meeting of parents. This would be a good opportunity to explain what Digital Citizenship Education is and why it is important, as well as to emphasise the value of talking about the news with the family at home.) |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to consider whether they could use an activity like this with colleagues in their school or in other schools and, if so, how they would adapt it to suit their context. |

Activity 5.3: Learning about the 10 domains of digital citizenship

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| Title | Learning about the 10 domains of digital citizenship |
| Time | 60 minutes |
| Aim | To help students and their families learn about the 10 domains of digital citizenship and relate them to real-life situations |
| Description | In this activity, students give their parents/carers or an older person at home some questions to answer about what life was like before the internet. (What they don't know is that each of the questions relates to one of the 10 domains of digital citizenship.) They note down the answers and bring them to school. Back at school, they divide into groups to consider how someone from the "internet generation" might answer the same questions. Then together they reflect on how the education of the internet generation needs to differ from that of those who grew up without the internet. They think of concrete examples relating to the 10 questions. Finally, the 10 domains are introduced and students have an opportunity to compare the competences outlined in these with their own ideas of Digital Citizenship Education. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of the 10 domains of digital citizenship ▶ To be able to give real-life examples relating to each of these domains ▶ To be able to connect offline with online digital citizenship |
| Resources | <ul style="list-style-type: none"> ▶ Copies of questionnaire about the offline or pre-internet world (Resource 4) ▶ Flip chart paper ▶ Marker pens ▶ Whiteboard/blackboard/flip chart |
| Procedure | <ul style="list-style-type: none"> ▶ A day or two before the session give students copies of the set of questions for their parents/carers (Resource 4). (As an alternative, you might convert the questions into an online quiz that parents/carers can fill in with their children.) ▶ Explain that their task is to find someone in their family, or a friend of the family, who remembers life before the internet and is happy to answer a few questions about it. They ask the questions and note down the answers. ▶ Back in school, ask a few volunteers to read out some of the answers they received. Allow enough time to give students a flavour of the kind of answers the group as a whole has collected. ▶ Divide students into small groups and give each group a piece of flip chart paper and some marker pens. ▶ Invite the groups to think about the internet generation to which they belong. Ask them to look again at each of the 10 questions and to suggest answers that a young person living in the internet age might give, e.g. someone might feel excluded because of cyberbullying. Use questions like: <ul style="list-style-type: none"> – When might someone feel excluded online? – How can someone use their creativity online? ▶ Allow at least 20 minutes for the groups to discuss all the questions and note down their answers on the flip chart paper. ▶ Invite 1 or 2 members from each group to present their answers to the rest of the students, allowing a little extra time for questions or points of clarification. ▶ Ask the students to reflect on the implications of this for the education of their generation: <ul style="list-style-type: none"> – What does this mean for your education? How does it need to be different from the generation that grew up before the internet? – Give some examples of what you think young people should be learning about the internet. ▶ Note down the main themes that emerge from the discussion on a whiteboard/blackboard/flip chart. ▶ Finally, introduce students to the 10 domains of digital citizenship as set out in the <i>Digital Citizenship Education handbook</i>. Show how they relate to the 10 questions |

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| | <p>they have just been working on. Invite them to compare the 10 domains with their own ideas for Digital Citizenship Education.</p> <p>(As a variation on the first part of the activity, you could introduce the use of digital tools by asking the students to send their collected answers to the teacher before the class. The teacher could then prepare a list of all the answers received from the parents, indicating the number of people who had the same answer – thus allowing the students to see the overall picture.)</p> <p>(In the second part of the activity, if time allows, you could adopt the “think-pair-share” model, that is give students 3-4 minutes to think about their answers for themselves, make pairs and share their thoughts, then form larger groups to discuss their answers. Having tested their ideas in this way, students may feel more confident in sharing their thoughts publicly with the whole class.)</p> |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to consider whether they could use an activity like this with colleagues in their school or in other schools and, if so, how they would adapt it to suit their context. |

Working with parents and carers

Parents and carers are important stakeholders in Digital Citizenship Education and in the role schools play in this. While not professional educators, they will have an interest in this issue, want to know what it involves and how they can help their children. They will also want to know how their children are making progress as time goes on.

It is important, therefore, for schools to inform parents and carers about these things and, insofar as it is possible, engage them in the process. As a trainer, you may be asked to address parents’ groups on this topic, or to support schools in doing it for themselves. Alternatively, you may be asked to work directly with parents’/carers’ organisations or representative bodies. A common scenario might be providing input at a timetabled parents’/carers’ meeting in school. Where this is not possible, you could suggest that one or more members of the parents’/carers’ group be invited to join a training session with school staff.

In general, however, awareness-raising with parents and carers needs to be relatively “light touch”. You cannot expect the same level of commitment or availability as you would of educational professionals. Nor can you expect the same amount of background knowledge. Training for this group should focus, therefore, on helping participants feel confident they:

- ▶ understand the nature and purpose of Digital Citizenship Education;
- ▶ recognise its value in school;
- ▶ know how they can help their children make progress in it.

On occasions, of course, there may be parents or carers who themselves have professional expertise in digital or information technology and who are willing and able to make a bigger contribution to Digital Citizenship Education in school, for instance by helping with school hardware or software, providing teacher support in lessons, sitting on a policy development committee, and so on. Training sessions can create valuable opportunities for identifying and recruiting such individuals on a voluntary basis.

You will find below a model activity to use or adapt for a parents’/carers’ training session.

Activity 6.1: What is Digital Citizenship Education?

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| Title | What is Digital Citizenship Education? |
| Time | 100 or 120 minutes |
| Aim | To help parents and carers understand what Digital Citizenship Education is and what it is for |
| Description | In this activity, parents/carers are asked to respond to 10 questions about life offline or life before the internet (if they are old enough to remember). They fill these in, unaware that each of the questions refers obliquely to one of the 10 digital citizenship domains. Focusing on the issues in their answers, they try to think of examples of similar issues in the online world (or in the internet age) for their own and other children. They then match these to the 10 digital citizenship domains, using a group card exercise. Building on the results of this, the trainer makes a brief presentation on the 10 domains as the basis of Digital Citizenship Education, and holds a short discussion on how participants think they can support their children's education in this part of the school curriculum. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of what Digital Citizenship Education is and what it is for ▶ To be able to speak positively about the value of Digital Citizenship Education in schools ▶ To be able to point to a range of ways in which they can support their children's progress in Digital Citizenship Education |
| Resources | <ul style="list-style-type: none"> ▶ Set of questions about life before the internet/offline (Resource 4) ▶ Sets of discussion cards on the 10 domains of digital citizenship (Resource 5) ▶ Flip chart/whiteboard/blackboard |
| Procedure | <ul style="list-style-type: none"> ▶ Begin the session by checking how much participants already know about Digital Citizenship Education. Emphasise the "citizenship" element to distinguish it from other forms of digital and information technology. One way to do this is to distinguish between education geared towards helping young learners in their future personal or working lives, and education that aims to help them to become better and more responsible citizens. Remember, it is quite likely that you will have participants for whom this topic will be new – so try to avoid technical language or jargon, and explain things in ordinary, everyday words, checking understanding before moving on. ▶ Give each participant a copy of the 10 questions about life offline or before the internet (if they are old enough to remember) and ask them to fill in their answers silently on their own. ▶ Divide the participants into small groups and give them 5 minutes or so to share some of their answers with each other in the group. ▶ Explain that all the issues they have been thinking about in the offline (or pre-internet) world now exist in the online (internet) world, albeit sometimes in a different form. ▶ Ask the groups to try to think of examples of how many of the 10 offline items on their question-sheet could be an issue online (or in the internet age) for their children and/or other young people. They should note these down. It is quite likely that participants will find more problems than positive opportunities in this exercise. So you may need to compensate for this by emphasising the benefits of digital technologies as well as the problems. ▶ Invite a volunteer from each group to share some of their examples with the participants as a whole. Try to elicit interesting suggestions for each of the issues. ▶ Give each group a set of the discussion cards (mixed up). Explain that the cards represent 10 different areas of Digital Citizenship Education. Ask groups to try to match the cards to the numbers of the questions on the question-sheet. To make the activity easier you might find some images or pictures to illustrate the 10 domains – or ask the children/young people to design some for use with their parents. ▶ Go round the groups to check each of the issues in turn and see whether the groups have matched them to the correct digital citizenship domains. ▶ Bring the groups back together into a plenary for a brief presentation on the 10 digital citizenship domains. Explain what the different domains refer to, and what students are likely to be learning about them in school. You may wish to print out some of the |

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| | <p>information from the <i>Digital Citizenship Education handbook</i> on the domains for the participants to take away at the end of the session.</p> <ul style="list-style-type: none"> ▶ Finally, hold a discussion with the participants on how they might best support their children in some of the domains. You may wish to publish the results of the discussion on the school web page. <p>(Where time is limited, say to half an hour, you could just do the questionnaire activity and round it off with a 5-minute presentation on the domains and what they mean for children’s learning.)</p> |
| Debriefing | <ul style="list-style-type: none"> ▶ If you are working directly with parents or carers, you should ask them to summarise what they have learned about Digital Citizenship Education from the activity. One way to do this would be to consider how they might explain this in a parents’/carers’ newsletter or a page on the school website. ▶ If you are supporting teachers in their work with parents and carers, you should ask them to consider how this activity might be adapted for use in their school. |

Developing a whole-school approach

Why a whole-school approach?

Digital Citizenship Education is more than a school subject; it crosses subject boundaries and involves a range of school stakeholders. The planning, implementing, monitoring and evaluating of Digital Citizenship Education cannot be done on an individual basis; it requires a whole-school approach. A whole-school approach provides consistency and shared expectations across the stakeholder community, and a more co-ordinated and effective experience for the students themselves.

The role of the trainer

As a trainer it is not your responsibility to develop school strategy on Digital Citizenship Education, but you may be called upon to support schools in doing so. The level of support required will differ from school to school, from providing external training in the seminar room to working on the ground in school coaching and supporting staff members.

Developing a whole-school approach

The process of developing a whole-school approach to Digital Citizenship Education can be thought of in terms of four stages:

- ▶ setting up a steering group;
- ▶ auditing current provisions;
- ▶ drawing up and activating an action plan;
- ▶ writing, ratifying and implementing a policy.

Setting up a steering group

Setting up a steering group involves bringing together a group of stakeholders, adults and young learners with an interest in Digital Citizenship Education. The group should be representative of school stakeholders as a whole – preferably volunteers, who are likely to be willing and self-motivated. Classroom teachers should have a definite presence in the group, but it should also include representation from the student body, parents and school management. If possible, it should include individuals with previous knowledge and experience of the digital world. An outside professional to act as technical adviser to the group would be a useful addition. It is not necessary for the school leader to sit on the group, but there should be a clear point of contact between the group and the school leader in one way or another.

The steering group should meet regularly, with clear agendas and action points. Its main responsibilities will be to:

- ▶ lead on developing and delivering a Digital Citizenship Education action plan;
- ▶ raise awareness of Digital Citizenship Education among the stakeholder community;

- ▶ link young learners with teachers, senior managers, the data protection officer and others;
- ▶ provide feedback on progress to school management, staff and parents.

The role of the steering group is to co-ordinate the school's approach to Digital Citizenship Education, ensure compliance with national or regional standards or guidelines, communicate a shared vision of practice across the school, and guarantee equality of access and participation for all.

Auditing current provisions

One of the first actions of the steering group should be to make an assessment of the current state of Digital Citizenship Education in the school. This should be done in terms of the 10 domains of digital citizenship. How it is done and the level of detail obtained will depend upon the time and resources available. But it is likely that you will want to collect evidence by school year or, say, by upper and lower school. It does not necessarily mean looking at all the domains at once. The group may want to focus on one or two domains one year and different ones in the next year.

Whatever the focus, it means deciding on the kind of competences the group would ideally like to see being covered within the domains in question. The audit then proceeds by collecting information on what is being taught and where. There are a number of techniques available for this. Staff "tick-box" questionnaires do not always provide reliable information: they have a tendency to exaggerate provision. So it is important to include young learners in the information-gathering process, too.

Drawing up and activating an action plan

Once in possession of some reliable evidence about the current situation, the steering group can begin to develop an action plan. The action plan should be based on the results of the audit completed previously. Drawing up a plan involves making a series of decisions about future action, including in relation to the:

- ▶ digital domains on which to focus;
- ▶ time frame for the action;
- ▶ students and staff involved;
- ▶ kinds of learning activities needed;
- ▶ resources required;
- ▶ intended outcomes;
- ▶ monitoring and evaluation processes.

Writing, ratifying and implementing a policy

The final stage in the development of a whole-school approach focuses on the development of a written school Digital Citizenship Education policy. The process of developing a policy helps to clarify a school's long-term goals for Digital Citizenship Education and the issues that will need to be addressed if these are to be achieved. It raises awareness of and support for Digital Citizenship Education within the school community, and identifies what needs to be done and who is responsible for doing it. The written document that emerges formalises the process and acts as a quasi-legal record of the school's "offer" in this area.

School policies are grounded in national or regional education policies, but should always reflect the contextual needs of the school and its particular circumstances. As school policies are to be implemented by the whole school, all stakeholders (students, teachers, other school staff and parents) should be involved in developing and formulating policy, not only school management. This is where the prior setting-up of a school Digital Citizenship Education steering group comes in useful. There are a number of different strategies a steering group can use to co-ordinate the consultation process and encourage participation. These can include raising the issue at a staff meeting; presenting it at a parents'/carers' meeting; recruiting the student parliament; questionnaires or surveys; or setting up a representative policy development committee. Copying or using existing policies from other schools to speed up the process will not help: effective school policies are those that have been created through the participatory engagement of school stakeholders and in light of the specific context of the school.

School policies are not permanent, as circumstances can and do change. They need to be reviewed and, if necessary, redrafted on a regular basis – at least once a year. The process of review and reformulation also has

the effect of raising and reinforcing awareness of the issue within the stakeholder community and therefore improving the chances of the policy being implemented in practice.

Below you will find four model activities designed to help you support and coach schools through the various stages of developing a whole-school approach. The section ends with a model activity designed to help teachers and others map the citizenship issues arising out of their school's existing policy and practice in the area of digital technology, and reflect on their responsibilities under data protection law.

Activity 7.1: Setting up a steering group

| | |
|--------------------|--|
| Title | Setting up a steering group |
| Time | 90 minutes |
| Aim | To help participants form a Digital Citizenship Education action group in their school |
| Description | In this activity, participants reflect on how to put together a Digital Citizenship Education steering group in their school. They learn about the benefits of such a group and how it can contribute to improved policy and practice in Digital Citizenship Education. They also learn about the importance of ensuring that the membership of the group is representative of all the major stakeholders of a school. Working in small groups, they consider the potential contribution of different stakeholders and how they might arrange a school-wide awareness-raising campaign promoting Digital Citizenship Education. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to set up a Digital Citizenship Education steering group in school ▶ To be able to explain the responsibilities and value of having such a group |
| Resources | <ul style="list-style-type: none"> ▶ Flip chart paper ▶ Marker pens |
| Procedure | <ul style="list-style-type: none"> ▶ Start the session by explaining the benefits of having a Digital Citizenship Education steering group, and the part that an action group can play in developing policy and practice in school. ▶ Tell participants that the purpose of the session is for them to consider how they can assemble a Digital Citizenship Education steering group in their school. ▶ Divide participants into 5 groups, and give each group a piece of flip chart paper and some marker pens. ▶ Allocate a different type of stakeholder to each group: <ul style="list-style-type: none"> – Group 1: Students; – Group 2: Teachers; – Group 3: Non-teaching staff; – Group 4: Parents or carers; – Group 5: Others (the group decides who this can include). ▶ Tell the groups they have 20 minutes to decide: <ul style="list-style-type: none"> – what sort of characteristics they would look for in an action group member representing their target group of stakeholders; – how they would go about recruiting them. ▶ They should write down their proposal on the flip chart paper. ▶ Bring the groups back into a plenary and give each 5 minutes or so to present their proposal to the group as a whole. Reserve some extra time for questions and alternative suggestions. ▶ Then raise the possibility of including people not yet mentioned – depending on who was or was not mentioned in the “Others” by Group 5: <ul style="list-style-type: none"> – What about including the school leader? Or someone from the leadership team? – Or someone from the school board? – Or someone from outside school with technical expertise? ▶ Encourage the different groups to consider how they might be able to combine their proposals into a unified awareness-raising and recruitment campaign in their school. ▶ Finally, if the participants are from different schools, ask them about the potential for assembling a Digital Citizenship Education action group in their own school. |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to consider whether they could use an activity like this with colleagues in their school or in other schools and, if so, how they would adapt it. |

Activity 7.2: Carrying out a Digital Citizenship Education audit

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| Title | Carrying out a Digital Citizenship Education audit |
| Time | 90 minutes |
| Aim | To help participants evaluate the current state of Digital Citizenship Education in their school and suggest potential areas of development |
| Description | In this activity, participants are introduced to the aims and purposes of Digital Citizenship Education and the 10 digital citizenship domains. Using these, they work in groups to analyse what they think the current state of their school is with regard to this area of learning. They discuss: where, ideally, they would like their school to be in terms of Digital Citizenship Education; what is preventing this from happening; and what they can do about it. Turning their discussion into posters, they create an exhibition for the other participants. The posters are used to stimulate further debate on how Digital Citizenship Education can be taken forward in their school. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to give an account of the current state of Digital Citizenship Education in their school ▶ To be able to suggest a range of potential improvements to this situation ▶ To be able to explain some of the factors affecting the implementation of these improvements ▶ To be able to point to practical developments that could make a positive difference |
| Resources | <ul style="list-style-type: none"> ▶ Flip chart ▶ Post-it notes in 4 different colours ▶ Printouts of the 10 digital citizenship domains from the <i>Digital Citizenship Education handbook</i> |
| Procedure | <ul style="list-style-type: none"> ▶ Take 10 minutes or so to introduce the topic of digital citizenship with some general questions, such as: <ul style="list-style-type: none"> – What do you understand by “digital citizenship”? – What does it mean to be a “digital citizen”? – How does offline citizenship relate to online citizenship? – Where do you learn to become a digital citizen? – What can the school offer in this respect? ▶ Explain that the aim of the session will be to help participants analyse the educational provision of their current school with regard to Digital Citizenship Education. ▶ Introduce the 10 digital citizenship domains using the <i>Digital Citizenship Education handbook</i>. Use information from the “Dimensions” section to show what each entails. You may also give them a printout of this to help their understanding. This should take about 20 minutes. ▶ Divide participants into small groups of 4-5 persons. Give each group a piece of flip chart paper and sets of Post-it notes in 4 different colours. ▶ Write “Digital Citizenship Education in our school” at the top of a flip chart and invite the groups to discuss the statement. They should try to answer 4 questions in turn: <ul style="list-style-type: none"> – What is the current situation? – Ideally, what would you like the situation to be? – What is preventing your school from being like this? – What can you do about it? ▶ As they discuss the questions groups should write their answers down on Post-it notes and attach them onto the flip chart paper to form a poster. Remind them that they should arrange the Post-it notes on their poster in the same order as the questions. They will need about 30 minutes for this. ▶ Invite the groups to present their posters in the form of an exhibition. One representative from each group should stay with their poster to answer questions and stimulate a further exchange of ideas. This will take 15-30 minutes, depending on the number of groups. |

| | |
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| | <ul style="list-style-type: none"> ▶ Finally, bring the participants back into a plenary to explore the issues affecting Digital Citizenship Education in their school in more depth. (If the participants are from different schools, you will need to make sure you create “single-school” groups for the discussion work. You may also want to talk about wider, relevant issues beyond the school, e.g. national guidelines or policies. In the plenary the different schools will be able to compare their situations.) (If the participants are all from the same school, you may want to divide them into groups in terms of subjects taught or subject blocks, such as science, technology, engineering and mathematics (STEM) and the humanities.) |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to consider whether they could use an activity like this with colleagues in their school or in other schools and, if so, how they would adapt it to suit their context. |

Activity 7.3: Developing an action plan

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|--------------------|--|
| Title | Developing an action plan |
| Time | 90 minutes |
| Aim | To help participants develop a Digital Citizenship Education action plan for their school |
| Description | In this activity, participants who have already spent some time analysing the state of Digital Citizenship Education in their schools work in groups to develop action plans for implementation at a later date. Having selected one of the digital citizenship domains, fixed a time frame and decided what they would like to achieve, they fill in an action plan template to help them clarify their intentions. At the end of the session the groups share their plans and discuss them to make them more realistic and easy to implement. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to write a school action plan for Digital Citizenship Education ▶ To have written a model school action plan based on one or more of the digital citizenship domains |
| Resources | <ul style="list-style-type: none"> ▶ Action plan templates (Resource 14) ▶ Printouts of the 10 digital citizenship domains from the <i>Digital Citizenship Education handbook</i> |
| Procedure | <ul style="list-style-type: none"> ▶ To benefit from this activity participants should be familiar with Digital Citizenship Education and should have considered issues related to taking it forward in their school. You should begin this activity, therefore, by referring to participants' previous discussions and their conclusions related to developing Digital Citizenship Education policy and practice in their school. ▶ Explain that in this session they will be drawing up an action plan for developing some aspect of Digital Citizenship Education in their school. What they do and how they do it is their choice. ▶ Present participants with the 10 domains of digital citizenship and remind them about the different competences in each. ▶ Invite participants to choose the domains they would like to work on, bearing in mind the needs of their students and their school. They can choose 1 or 2 depending upon the teaching time they think they will have available. (If the participants are all from the same school, they should choose together. Alternatively, they can split up into different subjects or subject blocks and each can choose their own domain to work on. If they are from different schools, the participants can discuss this separately in groups formed of their own schools.) ▶ Ask participants to work together, or in the same groups, to decide on the time they would like to allot in school for this development work – from a minimum of a term or semester to a school year. ▶ Finally, ask them to specify the outcomes they expect to see if their action plans are completed successfully. They should think both in terms of arrangements and procedures in place in school and in learning outcomes for their students. They should specify learning outcomes in observable, behavioural terms rather than abstract measures. ▶ Divide participants into groups of 5 or 6, or as is convenient. Much will depend on numbers and whether you are dealing with one or several schools. ▶ Give each group a copy of the action plan template (Resource 14) and explain how to fill it in. This will take 30-40 minutes. They need to decide: <ul style="list-style-type: none"> – what they would like to achieve; – what activities need to be carried out to achieve these goals; – when each activity will be carried out; – who is going to be involved; – what resources will be required; – how the process will be monitored and the results evaluated. ▶ Bring the groups together for a plenary in which they evaluate each other's plans. Key issues will be whether the plans are realistic and doable in the time they have allocated. (It is always tempting to try to do too much.) |

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| | <p>If all the participants are from one school, or there is more than one group from the same school, you should allocate some time for groups to combine their plans into one collective action plan.</p> <p>(You can share information between participants digitally, e.g. through Google Docs or Microsoft SharePoint.)</p> |
| Debriefing | <ul style="list-style-type: none">▶ Invite participants to consider whether they could use an activity like this with colleagues in their school or in other schools and, if so, how they would adapt it to suit their context. |

Activity 7.4: Writing a school policy

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|--------------------|---|
| Title | Writing a school policy |
| Time | 60 minutes |
| Aim | To help participants understand the process of developing a school policy on Digital Citizenship Education |
| Description | In this activity, participants consider the nature and purpose of school policies and the process by which school policy is developed. They reflect on the policy development process in their own school. In groups, they discuss the sort of process they think is appropriate for developing a school policy in Digital Citizenship Education, and share their conclusions with the other participants. Finally, they try to identify what would need to be done in their school to turn such a policy into reality. |
| Outcomes | <ul style="list-style-type: none"> ▶ To be able to describe the nature and purpose of school policies ▶ To be able to explain what is involved in developing a school policy on Digital Citizenship Education ▶ To be able to describe the process of turning such a policy into reality in their school |
| Resources | <ul style="list-style-type: none"> ▶ Copies of the school policy template (Resource 13) ▶ Flip chart/whiteboard/blackboard |
| Procedure | <ul style="list-style-type: none"> ▶ Start the session by asking participants to think about the nature and purpose of school policies: <ul style="list-style-type: none"> – What do you understand by a school policy? – Should policies be written down? – Why have school policies? What is the point? ▶ Summarise what the participants have said and try to add any points you think they may have missed. You may wish to prepare a slide or some pre-written points on a flip chart to help with this. ▶ Then ask participants to reflect on the policy development process in their own school: <ul style="list-style-type: none"> – What sort of policies do you have in your school? – Who is responsible for creating them? – Does everyone have a say? – What is the process? ▶ Next, explain that the task you are giving them will be to consider what they think should be involved in developing a school policy on Digital Citizenship Education. ▶ Divide participants into small groups of about 4-5. (If they are from different schools you may wish to keep the schools separate for this.) ▶ Give the groups copies of the school policy template (Resource 13). Read through the different sections quickly, and point out the questions that are designed to help schools write their own policies. ▶ Invite the groups to think about the questions in the template. Ask: <ul style="list-style-type: none"> – Who in a school should decide the answers to these questions? – How should they decide them? – Who should have the final say on what the policy says? ▶ Bring the groups back into a plenary and ask a volunteer from each group to present their group's thinking on the issue, allowing time for questions and points of clarification from other participants. ▶ Summarise the major points arising, and continue the discussion by asking the participants what they think would need to be done in their schools to turn the written policy into reality. |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to consider whether they could use an activity like this with colleagues in their school or in other schools and, if so, how they would adapt it to suit their context. |

Activity 7.5: Mapping digital citizenship issues at school

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| Title | Digital citizenship issues at school |
| Time | 45 minutes |
| Aim | To help participants become aware of the many ways in which digital technology features in school life today and the potential citizenship issues to which this gives rise, recognising their responsibilities under data protection law |
| Description | In this activity, the trainer makes a large map of a model school on the seminar room floor out of pieces of flip chart paper and walks through it pointing out the different ways in which digital technology is used in each area. Participants then draw maps of their own school showing how digital technology features there. They consider the digital citizenship issues to which this can give rise and how these can be used in Digital Citizenship Education. They reflect on how digital technology can support collaborative learning and the safe, legal and responsible use of information. |
| Outcomes | <ul style="list-style-type: none"> ▶ Participants are able to point to a range of different ways in which digital technology may be used in a school today ▶ Participants are able to describe some of the citizenship issues that arise in relation to the use of digital technology in schools ▶ Participants can explain some of the implications of the widespread use of digital technology in schools for school policies and student learning |
| Resources | <ul style="list-style-type: none"> ▶ Flip chart paper ▶ Marker pens in green, red and blue |
| Procedure | <ul style="list-style-type: none"> ▶ Arrange the participants on chairs in a circle. ▶ Take a number of pieces of flip chart paper and lay them flat on the floor in the middle of the circle to make a map of a model school. Include the kind of architectural features you would find in a typical school, e.g. reception area, office, head teacher's office, classrooms, science laboratories, hall, staffroom, sports facilities, play areas, computer room. ▶ Now take a walk through the model school, stopping in each area to provide examples of how digital technology is being used there, e.g. "I am walking into the entrance now, which is being monitored by CCTV ... I've been asked to wait at reception where I notice there is a video loop advertising the school and showing highlights of school life ..." <p>Other examples you might think of include:</p> <ul style="list-style-type: none"> – student records kept digitally in the school office; – parents in the hall taking pictures of a student drama performance on their mobile phones; – teachers in the staffroom using internally protected media networks to e-mail each other and parents; – teachers checking Facebook at lunchtime; – a history teacher using YouTube conspiracy theory videos to engage students; – digital records of meetings with social services and the police about certain students, stored on the head teacher's computer; – data on each student's academic performance, being accessed and analysed by a deputy head teacher; – students using their mobile phones in one of the play areas, and taking photos of each other; – students publishing content for a class blog with restricted access; – students using search engines and social networks to conduct investigations and share documents in class, using tools recommended by their teacher; – a staff-student newsletter team circulating the school newsletter, including pictures of students; – biometric access to the school canteen for students and staff; – students' and teachers' data lost from servers – because of hacking or inappropriate technology management processes. |

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| | <ul style="list-style-type: none"> ▶ When you have done a tour of the model school, describe how digital technology can now be found in almost every aspect of school life. Explain how this can give rise to a number of “citizenship” issues. Give an example or two, e.g. cyberbullying amongst students, or other upsetting online risks. ▶ Give the participants some pieces of flip chart paper and marker pens, and invite them to sketch a map of their own school. Ask them to mark on their map with a green cross all the different ways digital devices are used in each area (not just all the devices, because they can be used for different things). ▶ Then ask them to put a red circle around all the ones that they think give rise to digital citizenship issues. ▶ Finally, ask them to put a blue circle around those that they think could provide Digital Citizenship Education learning experiences for students – either in class or through a special school activity or event. ▶ Encourage the participants to share their work and ideas with each other. ▶ As an additional stimulus you might like to use the image in Resource 18, either as a handout or as a PowerPoint slide. |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to reflect on and share their opinions of the activity, including: <ul style="list-style-type: none"> – their feelings about student monitoring and record-keeping; – their responsibilities under data protection law; – their school policy on digital technology; – implications for Digital Citizenship Education. |

Activity 7.6: Arranging a specific national event to promote activities in DCE

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| Title | Organising a special Digital Citizenship Education event |
| Time | 90 minutes |
| Aim | To make participants aware of the potential benefits of holding a special Digital Citizenship Education event and what is involved in running such an event |
| Description | In this activity, participants explore what is involved in running a special Digital Citizenship Education event. In small groups they develop an activity of their own choice, working through what it would mean to implement this activity in reality. They present their ideas to each other and discuss the challenges and the benefits of organising the activities they have chosen. |
| Outcomes | <p>Participants are able to describe a range of types of special events and activities that can be used to support Digital Citizenship Education</p> <p>Participants are able to explain the benefits of running special Digital Citizenship Education events and activities</p> <p>Participants are able to describe the different stages in planning this sort of event.</p> |
| Resources | Table of special events and activities (see Part 4 of the Trainers' Pack) |
| Procedure | <ul style="list-style-type: none"> ▶ Arrange the participants on chairs in a circle. ▶ Ask them to imagine they are going to organise a special Digital Citizenship Education event to help develop digital citizenship competence in young people. ▶ Using the Table of special events and activities, they will need to decide: <ul style="list-style-type: none"> – which of the 4 different categories of event they are going to choose – what kind of event it will be. ▶ Then ask them to split into small groups according to the types of event they have decided to develop. ▶ In small groups they decide: <ul style="list-style-type: none"> – What the objectives of their event will be – Who will be the target and public beneficiaries – Which digital citizenship domain it will feature – What its title will be. ▶ They also decide on the authorities and supporting partners they would like to involve and provide arguments for their participation or specific commitment. ▶ Finally, ask them to think about the process of implementing the event, including: <ul style="list-style-type: none"> – The make-up of the project team – The duration of the event – The provisional programme – Communication with the public, the press and others – The budget. ▶ Bring the participants back into a plenary and ask the groups to present their ideas. ▶ Give participants an opportunity to discuss their ideas and the challenges they are likely to encounter in trying to implement them in reality. |
| Debriefing | <ul style="list-style-type: none"> ▶ Invite participants to reflect on and share their opinions of the activity, including: <ul style="list-style-type: none"> – how confident they would feel about organising an event of this kind; – the potential benefits of running a special Digital Citizenship Education event or activity; – the problems that could be encountered in planning such an event and how these might be overcome. |

Part 3: Evaluation tools

Evaluation is an important aspect of any form of training. It is through evaluation that you are able to measure the effectiveness of your work, review your working methods and plan more effective training sessions in the future.

There are different forms of evaluation for measuring the impact on different groups reached by the Digital Citizenship Education training process. The main ones you will need to think about are: the immediate participants in your training sessions; young learners, including school students, who are the ultimate beneficiaries of your training; and wider stakeholder groups that will be impacted through special events, projects or initiatives.

Evaluating your training sessions

Evaluating your Digital Citizenship Education training sessions is important to help you reflect on the success of your methods and, where necessary, improve them for the next group you train. Evaluation is also important to inform organisers about your effectiveness, thus helping them make better decisions about the organising of future training.

For this reason, time for evaluation should be built into your training schedule at the initial planning stage. It is usual to programme this for the end of the training session, but the time for debriefing at the end of individual activities can also be used to elicit feedback from participants as you go along. However, if you decide to do this, you should try to ensure that requests for feedback from participants are:

- ▶ made in terms of the aims and objectives of the training session and its activities;
- ▶ structured to elicit comments that are critical and constructive.

There are many different methods available for this, from formal questionnaires to informal “rounds” with all the participants sitting together in a circle. You will find model examples of these to use or adapt in Evaluation Tools 1-3 below. For model evaluation activities focusing on the assessment of your participants’ understanding of the digital citizenship domains, refer to Evaluation Tool 5.

Evaluating the impact on young learners

As young learners are the ultimate intended beneficiaries of your Digital Citizenship Education training, it will be particularly important to assess its impact on them. Evaluating student learning not only helps you and the organisers measure the effectiveness of your training, it also helps teachers to plan learning activities more effectively, young people to take responsibility for their own learning, and parents and carers to have an accurate view of their children’s progress.

While in most cases you are not likely to do the actual assessing itself, you are quite likely to be called upon to support others, especially teachers and schools, with this task.

In your coaching role, the first point to make is that assessments of student learning in Digital Citizenship Education should always be based on competences included in the 10 domains of digital citizenship. Which domains are to be the focus of the assessment will vary. If a school wishes to obtain a snapshot of students’ overall standing in this area they will need to focus on all 10 domains. If, on the other hand, the object is to measure student learning in one or two specific domains, then these domains will be the subject of the assessment.

Having selected the domains with which to work, the next step in the assessment process is to identify some indicators through which progress in these domains can be measured. Indicators, sometimes referred to as descriptors, are observable learning outcomes – behaviours that demonstrate the attainment or achievement of a certain level of proficiency in relation to a specific competence. They should be formulated positively in terms of what a student can do, rather than cannot do, and independently from one another. In helping teachers to formulate indicators for particular digital domains you should advise them to read the definitions of the domains in the *Digital Citizenship Education handbook*. To find out more about the general process of

assessing the learning of democratic competences you should refer to the RFCDC on which the assessment of student progress in Digital Citizenship Education is ultimately based.

The actual assessment can be conducted by teachers, trained assessors, external stakeholders and students themselves through peer- or self-assessment. Which to recommend depends on the purpose of the assessment. There are a number of available methods and approaches for assessing student learning in Digital Citizenship Education. You will find a list of examples in Evaluation Tool 4.

Evaluating the impact of events, projects and initiatives

Evaluating the impact of a Digital Citizenship Education event, project or initiative is important for informing organisers about its effectiveness with a view to replicating it or organising similar activities in the future. Although you may not be the actual organiser yourself, you may well be called upon to support others, especially teachers and schools, with this task, for instance to help in devising and implementing a school action plan on Digital Citizenship Education, or planning a Digital Citizenship Day.

In evaluating the impact of an event, project or initiative it will almost always be necessary to assess effects wider than just the impact on student learning, although the effect on student learning may well be one of the evaluation criteria involved.

To begin with this means identifying a number of quantitative indicators, for example the number of participants, Web audience, social networks and external partners. In a school setting this might also mean collecting information on numbers of teachers, students or parents involved, classes taught, digital citizenship domains explored, and so on.

Then it means collecting qualitative data about the process itself, for example the extent to which the aims and objectives of the event, project or initiative were achieved; the effectiveness of the methods and activities used; the level of inclusion and participation of different stakeholders; the quality of the resources; and the standard of time-keeping. These kind of data are usually best obtained by inviting participant feedback at the end of, or at strategic points during, the event, project or initiative. You will find a model feedback form to use or adapt in Evaluation Tool 6. Many of the methods used for evaluating training sessions could also be adapted for this purpose – see Evaluation Tools 1-3.

Evaluation Tool 1: Training methods (written)

To what extent has the training met your expectations?

Fully Partially Not at all

To what extent do you feel the objectives of the training on Digital Citizenship Education (DCE) have been achieved?

1 = not at all / 4 = fully achieved

| | Rate from 1 to 4 | | | | Comments |
|---|------------------|---|---|---|----------|
| My understanding of the nature and purpose of DCE | 1 | 2 | 3 | 4 | |
| My motivation to implement DCE at school | 1 | 2 | 3 | 4 | |
| My understanding of the 10 domains of DCE | 1 | 2 | 3 | 4 | |
| My knowledge of teaching methods and approaches in DCE | 1 | 2 | 3 | 4 | |
| My knowledge of teaching resources and activities for DCE | 1 | 2 | 3 | 4 | |
| My exchange of ideas on DCE with other participants | 1 | 2 | 3 | 4 | |
| My future co-operation on DEC with other participants | 1 | 2 | 3 | 4 | |

What was the most valuable learning experience for you? Please explain why.

How will you use your learning experiences from this training when you return to your school?

What else could be useful for your work in the field of DCE?

What kind of support would be useful for you when you return to your school?

Any other comments?

Thank you!

Evaluation Tool 2: Training methods (oral)

Ask participants to sit in a circle and remind them of the aims and expected outcomes of the training session. Describe briefly all steps of the training from the beginning to the end. Ask participants what thoughts and/or feelings they would like to share at this point. In most cases participants will speak freely and openly about their experiences.

However, if you feel your participants are likely to need some support for this activity, you may wish to use the “Complete the sentence” activity below. This is also a helpful activity to do before filling in a written evaluation form.

Complete the sentence

- ▶ Right now I feel ...
- ▶ I hope ...
- ▶ The best thing about this training was ...
- ▶ One thing I really liked was ...
- ▶ I wish I could ...
- ▶ I think we could have ...
- ▶ I learned ...
- ▶ I still wonder ...
- ▶ One thing I did not like was ...
- ▶ I would change ...
- ▶ Next time we ...
- ▶ I want to know ...
- ▶ I can propose ...

Other activities

Sometimes adult learners like to do a lighter activity at this point. If you feel comfortable with this and you think your participants will enjoy it, you could try one of these methods:

- ▶ Pose a summarising question (e.g. How will you use what you learned during the training in your classroom?) and toss a ball to one of the participants. Participants should toss the ball from one to another. Each person who catches the ball answers the question.
- ▶ Ask participants to think of symbols that represent something important that they have learned during the training. Each participant in turn presents their symbol and explains why it represents something important that they have learned.

Evaluation Tool 3: Training methods (visual)

At the end of your training session, give your participants copies of the two “spider’s webs” handouts and the set of evaluation criteria below. Each section of the web relates to an aspect of a training. Participants colour in as many levels of respective sections as they evaluate. The six levels go from the inside of the web to the outside. A section that is fully coloured shows the highest mark. The lowest mark is when only the first inner section is coloured.

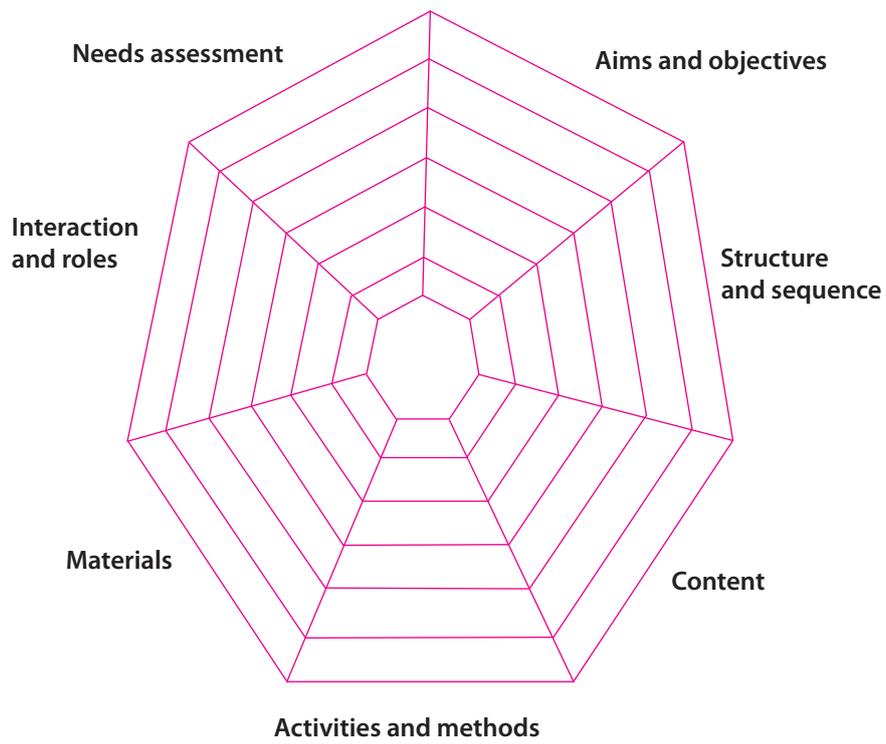
Criteria for evaluating the training

| | |
|-------------------------------|--|
| Needs assessment | The situation was well assessed during planning. The planned activities built on the group’s existing experiences and competence. The training programme motivated and challenged the group in terms of its needs and interests. |
| Aims and objectives | The overall aims and the specific objectives were clear, practical and connected with the expected outcomes. They contributed to competence development in Digital Citizenship Education (DCE). |
| Structure and sequence | There was coherence between the stages of the training with natural links between activities. |
| Content | The content of the training was useful and practical. I will be able to use it in my professional practice. |
| Activities and methods | Activities were related to the aims. They provided variety to keep the learners’ attention. There was a good balance of input, action and reflection. Strategies and techniques enhanced learning and catered to a variety of learning styles. |
| Materials | The materials met the objectives and show relevance to Digital Citizenship Education. Clearly structured board work, good quality visuals and carefully prepared handouts were used. |
| Interaction and roles | I was able to experience work in various patterns and roles, learning from different members of my group. |

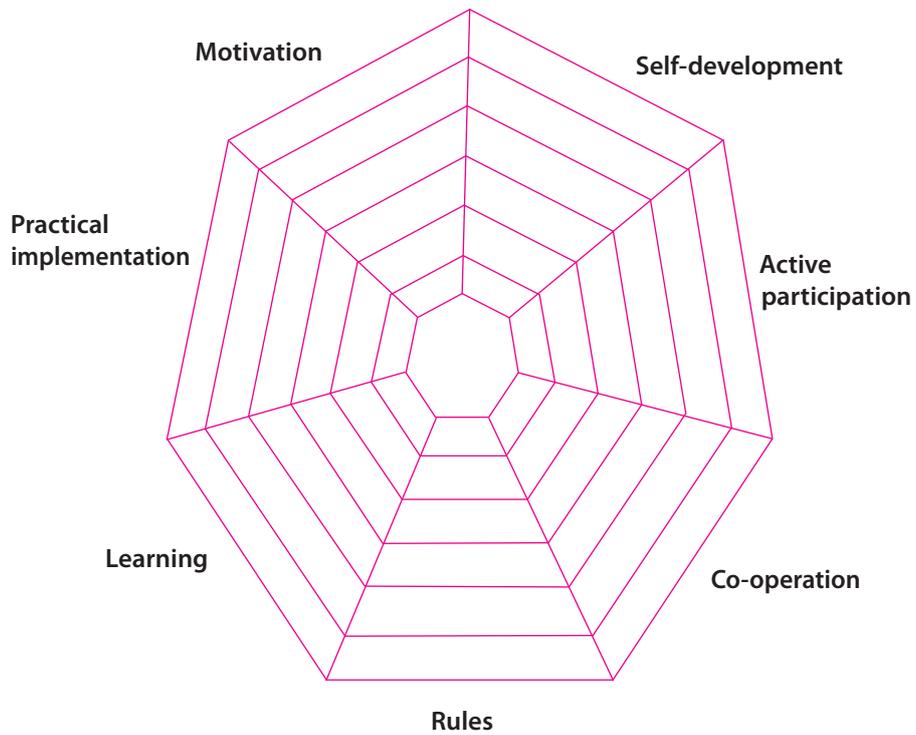
Criteria for self-evaluation

| | |
|---------------------------------|--|
| Motivation | I was interested in the content of the training and motivated to learn. I demonstrated a positive attitude towards learning in the group. |
| Self-development | I am aware of my own strengths as well as areas to improve. I am committed to reflection on my professional and personal development. |
| Active participation | I was actively engaged in learning activities during the training. I shared my thoughts and ideas and encouraged others to do so. |
| Co-operation | I was actively listening to the others, trying to see things from their perspectives, giving constructive feedback and asking the others about their opinions. |
| Rules | I was following the rules that were agreed on during the training. |
| Learning | I set my learning goals and I achieved them. |
| Practical implementation | I have a vision and ideas on how to implement new knowledge and skills in my professional practice. |

Training evaluation



Self-evaluation



Evaluation Tool 4: Student learning

There are several methods for assessing student learning in Digital Citizenship Education. They include:

- ▶ open-ended diaries, reflective journals or structured autobiographical reflections: where students are required to record and reflect on their own behaviour, learning and personal development, for example in an online Digital Citizenship Education diary or logbook;
- ▶ observational assessment: involving a teacher or other assessor observing learners' behaviours in a range of different situations, for example in an online quiz, problem-solving activity or collaborative task;
- ▶ dynamic assessment: involving a teacher or other assessor actively supporting the learner during the assessment process in order to reveal their maximum level of proficiency, for example a teacher-assisted online task, personal interview or self-assessment;
- ▶ project-based assessment: used to show the extent to which a learner's digital citizenship is rooted in real-life experience and activity rather than just classroom work, for example an online community-related project, campaign or research;
- ▶ portfolio assessment: a systematic, cumulative and ongoing collection of materials produced by the learner as evidence of learning, progress, performance, effort or proficiency, for example an online Digital Citizenship Education folder containing test results, creative work, self-assessment or peer assessment.

For examples of online tests or quizzes to measure student learning in Digital Citizenship Education, go to:

www.proprofs.com/quiz-school/story.php?title=year-10-digital-citizenship-test

www.proprofs.com/quiz-school/story.php?title=digital-citizenship_1

www.proprofs.com/quiz-school/story.php?title=andretrace_1

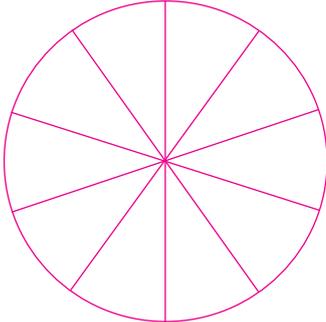
www.proprofs.com/quiz-school/story.php?title=NTU3Mjg0

Evaluation Tool 5: 10 domains of digital citizenship

Activity A: Create your own quiz

| | |
|-------------------|--|
| Title | Create your own quiz |
| Resources | <ul style="list-style-type: none"> ▶ Definitions of the 10 digital citizenship domains and their accompanying fact sheets, printed out from the <i>Digital Citizenship Education handbook</i> |
| Procedure | <ul style="list-style-type: none"> ▶ Divide participants into pairs and give each paired group the printouts from the handbook. ▶ Allow them up to 30 minutes to prepare a short quiz for the rest of the group on different aspects of the digital citizenship domains. You may wish to use an online tool for this, e.g. https://kahoot.com. ▶ Bring the pairs back into a plenary to present their quizzes to the others. |
| Debriefing | <ul style="list-style-type: none"> ▶ Allow a couple of minutes after each presentation for clarification and questions. |

Activity B: Hit the bull's eye

| | |
|-------------------|--|
| Title | Hit the bull's eye |
| Resources | <ul style="list-style-type: none"> ▶ Sheets of paper with a circle split into 10 segments. Each slice contains the name of a different digital citizenship domain.  |
| Procedure | <ul style="list-style-type: none"> ▶ Give each participant a copy of the sheet with the circle. Ask them to draw a mark in each segment to reflect how confident they are about understanding that domain. The closer to the centre the more confident they feel. |
| Debriefing | <ul style="list-style-type: none"> ▶ In a plenary ask the participants to present and explain their circles. |

Activity C: The digital citizenship tree

| | |
|-------------------|--|
| Title | The digital citizenship tree |
| Resources | <ul style="list-style-type: none"> ▶ Flip chart or large poster with a 10-branched tree drawn on it, each branch containing the name of a different digital citizenship domain ▶ Post-it stickers in 3 different colours |
| Procedure | <ul style="list-style-type: none"> ▶ Give participants the 3 sets of Post-it stickers. ▶ Ask them to write on the stickers what they think about the different domains and stick them on the appropriate branch of the tree: <ul style="list-style-type: none"> – colour 1 for things they think are really important about the domain; – colour 2 for challenges or obstacles to the domain; – colour 3 for other things they think should be included in the domain. |
| Debriefing | <ul style="list-style-type: none"> ▶ Look at the branches and read out some of the notes. Ask for comments or clarifications. |

Activity D: Complete the sentence

| | |
|-------------------|--|
| Title | Complete the sentence |
| Resources | <ul style="list-style-type: none">▶ Small pieces of paper, each with the first part of a sentence, e.g.:<ul style="list-style-type: none">– I feel I am particularly comfortable with ... (digital domain) because ...– I feel I am particularly uncomfortable with ... (digital domain) because ...– I think that ... is one of the biggest challenges for the future because ...– I feel I need more training relating to ... because ...– I think the most dangerous thing regarding technology is ...– I think the most fascinating thing regarding technology is ...– ... is definitely the thing I don't agree with when we speak about digital citizenship– ... is definitely something missing when we speak about digital citizenship▶ Make sure you have at least 1 paper for each participant. You can add more sentences or put the same sentence on more than 1 piece of paper. |
| Procedure | <ul style="list-style-type: none">▶ Fold the papers and put them in a small box. Seat the participants in a circle and ask them to take turns to pull out a piece of paper from the box and complete the sentence. |
| Debriefing | <ul style="list-style-type: none">▶ As each person completes their sentence ask why they responded as they did. |

Evaluation Tool 6: Special events and related activities (written)

To what extent did the Digital Citizenship Education event meet your expectations?

Fully Partially Not at all

To what extent do you feel the following objectives have been achieved?

1 = not at all / 4 = fully achieved

| | Rate from 1 to 4 | Comments |
|--------------------------------------|------------------|----------|
| Positive impact on participants | 1 2 3 4 | |
| Achievement of set objectives | 1 2 3 4 | |
| Potential to replicate in the future | 1 2 3 4 | |
| Ease of adaptability | 1 2 3 4 | |
| Sustainability | 1 2 3 4 | |
| Level of inclusion | 1 2 3 4 | |
| Sense of participant ownership | 1 2 3 4 | |
| Standard of time-keeping | 1 2 3 4 | |

Part 4: Table of special events and activities

These events are suggested as a guide to developing digital citizenship skills inside and outside the classroom and at community events.

| EVENT (concept) | OVERVIEW (aims, topics, processes, target groups) | ASSOCIATED STAKEHOLDERS (partners) | ADDED VALUE IN DIGITAL CITIZENSHIP EDUCATION (outcomes) |
|--|--|--|---|
| <p>Competitions, contests and awards</p> | <p>There are many examples of these in different countries. The best ones are those that are based on national civic education curricula, easily replicable, capable of being adapted to suit children with special educational needs and flexible enough to be taken up in a range of schools.</p> | <p>Institutional or sponsoring partners have included: ministries of education, youth and sports; ministries of justice; digital affairs administrators; data protection authorities; ombudspersons; NGOs and foundations; and media companies and professionals.</p> | <p>Taking part in a competition can spark a young person's imagination and bring digital citizenship to life for them. For the purposes of the competition they have to play the role of an active citizen, either in an imaginary scenario or for real. To be successful they need to learn some of the skills and critical knowledge and understanding that go with citizenship in a diverse, democratic society.</p> |
| <p>1. "Coupe nationale des élèves citoyens" (Student Citizens National Cup) France. http://eduscol.education.fr/cid58121/initiadrroit-et-la-coupe-nationale-des-eleves-citoyens.html</p> | <p>Held biennially. Open to all middle and high-school students nationally. A human rights focus. Students take part collectively, either as a whole class, or in groups of at least 15 students of the same grade. Promotes respect for others, the acquisition and sharing of the values of the Republic and a civic culture. Draws on the French national curriculum. Based around different themes, e.g., "Democracy in question". Each school phase is assigned a separate sub-theme, e.g.,</p> <ul style="list-style-type: none"> ▶ What kind of democracy can exist in a school? (middle school) ▶ Cyber-democracy as progress or danger? (high school) ▶ All responsible? (high school). | <p>Organised by the Initiadrroit lawyers' association in partnership with the Ministry of Education. Initiadrroit is an association of volunteer lawyers that offers its knowledge and experience to young people to enable them to discuss aspects of the law, using practical cases to illustrate a legal theme. Based on a tripartite and triennial convention agreement with institutional partners in co-operation with the ministries of national education and justice.</p> | <p>The activity encourages students to think about the areas in which the responsibility of a citizen may be engaged, e.g., responsibility in college, in sport, at work, in a democracy, etc. The process itself focuses on critical thinking, co-operation skills and skills of communication.</p> |

| EVENT (concept) | OVERVIEW (aims, topics, processes, target groups) | ASSOCIATED STAKEHOLDERS (partners) | ADDED VALUE IN DIGITAL CITIZENSHIP EDUCATION (outcomes) |
|--|---|--|--|
| ... | <p>Helped by teachers, each candidate class or group of students researches student reflections and opinions on the themes and sub-themes proposed.</p> <p>Then write a well-argued text articulating the human, citizenship and legal issues around the proposed sub-theme, as well as proposing solutions.</p> <p>Regional selection then takes place and the best classes or groups are invited to participate in the final round in a public place or institution representing democracy. There a student, chosen by their classmates, presents their collective arguments orally.</p> <p>Oral presentations are judged on their relevance and construction as well as on conviction and oratorical skill by the national jury.</p> | | |
| 2. ACES (Academy of Central European Schools) Inter-school competition | <p>Annual competition organised for students aged 12-17 and their teachers, based on a different citizenship theme each year, e.g. solidarity, diversity, media reality check, etc.</p> <p>Students and teachers of shortlisted projects meet together for 2 or 3 days to perfect their projects and present them to the jury for the final selection of winners.</p> <p>The impact of ACES is directly measured by the schools involved, because projects are integrated into the school programme upon which pupils are being assessed.</p> <p>Recently modified its approach to place more emphasis on bringing local actors together to empower citizens on digital citizenship issues.</p> <p>The competition platform provides guidelines for project-building, offers a toolbox for teachers and showcases winning projects.</p> <p>The ACES network of teachers is now sharing their experience with other teachers in their own countries.</p> | <p>Set up by a foundation linked to a major Austrian bank.</p> <p>Aims to provide concrete opportunities for mobility and exchange between 15 ACES countries.</p> <p>Supported by the ministries of education of all participating countries.</p> <p>Associated with the European Union.</p> <p>Promotes the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.</p> | <p>Encourages motivated teachers to take that extra step to include a problem-solving approach to classroom teaching and learning related to the 10 digital citizenship domains.</p> |

| EVENT (concept) | OVERVIEW (aims, topics, processes, target groups) | ASSOCIATED STAKEHOLDERS (partners) | ADDED VALUE IN DIGITAL CITIZENSHIP EDUCATION (outcomes) |
|---|--|---------------------------------------|--|
| 3. "Act for your rights" | <p>Poster competition. Held annually. Promotes, defends and implements the rights of the child. Focuses on child development and well-being, with goals that are both caring and emancipatory. It is aimed at children and adolescents as well as students from schools, colleges and high schools. Participating schools and institutions present their work at a local event, called "The Rights Gallery", where winning posters are selected to be used in a national public awareness campaign at the end of the calendar year.</p> | Educational actors | Raises awareness of the rights of the child among the general public and policy makers, locally and nationally. |
| Campaigns and community events | Involving students in research projects using digital media to engage with issues in their local community or regional or state-level politics. The goal is for students to create a campaign that influences online/offline communities. | | Students learning about citizenship issues and developing skills of communication and responsible action through the use of digital and non-digital media. |
| 4. Kidzania www.kidzania.com | <p>Kidzania is essentially a "responsible citizen" educational and entertainment amusement park. The indoor theme park allows children between the ages of 4 to 12 to play in adult environments. They engage in different work activities, e.g., as doctors, journalists, shopkeepers. Teachers prepare primary school children for their regular visits to the park building on relevant aspects of the school curriculum. A range of citizenship-related activities are provided. Activities are evaluated through feedback from park staff, as well as from parents and accompanying teachers. Kidzania parks have been built in a dozen countries across the world on a franchise system.</p> | Ministries of education | <p>The activities are designed to give children a real-life experience of living in society, e.g., giving them a sense of the real value of money by making them work to earn or enacting banking activities. Park activities are replicable as stand-alone activities in other environments, and adaptable for children with special educational needs.</p> |

| EVENT (concept) | OVERVIEW (aims, topics, processes, target groups) | ASSOCIATED STAKEHOLDERS (partners) | ADDED VALUE IN DIGITAL CITIZENSHIP EDUCATION (outcomes) |
|---|---|---|---|
| <p>5. Campaign on personal data protection and digital citizenship</p> <p>www.pcpd.org.hk/childrenprivacy/en/primary-school-campaign-2018.html</p> | <p>A campaign involving primary school students (ages 6-12), their teachers and parents.</p> <p>Aims to inform and engage them on personal data protection and digital citizenship issues in childhood education.</p> <p>Students perform a number of grade-appropriate privacy and citizen actions and report their experiences. The actions and the way they are reported by students varies with the grade</p> <p>The campaign runs over the 3 months leading up to the end of the school year.</p> <p>It consists of 2 components:</p> <p>1) Competitions:</p> <p>Primary 1-3 (lower primary) students: "Parent-child colouring design and slogan competition – after colouring and drawing in a standard template, students create a slogan for their work highlighting the theme of Data protection in your hands as a digital citizen".</p> <p>Primary 4-6 (upper primary) students: "Parent-child comic strip competition – students develop a 4-grid comic with the theme of 'Protect, respect your personal data and others as a good 'digizen'"</p> <p>2) Student talks</p> <p>Students listen to talks on personal data privacy protection and are given practical tips on online personal data protection and digital citizenship.</p> <p>Special educational materials and ready-to-use learning and teaching resources help students to deal with issues such as cyber-bullying and the smart use of social media.</p> | <p>Supported by the Ministry of Education and the national Data Protection Authority for Hong Kong (PCPD), which is the Privacy Commissioner for Personal Data.</p> <p>Helpful to co-organise with a newspaper group that has a strong presence and network in local schools.</p> | <p>Students are able to explore real-life personal data privacy issues and citizenship behaviour.</p> <p>Messages relating to personal data protection and digital citizenship are spread to the wider community through online and offline publicity about the campaign, e.g. through advertorials and adverts in newspapers and school publications, or banner ads on websites, Facebook and YouTube channels. These are reinforced by the campaign website and links on the authority's website.</p> |

| EVENT (concept) | OVERVIEW (aims, topics, processes, target groups) | ASSOCIATED STAKEHOLDERS (partners) | ADDED VALUE IN DIGITAL CITIZENSHIP EDUCATION (outcomes) |
|--|--|--|---|
| <p>6. Online and offline Action Days Campaign</p> | <p>A campaign involving online and offline activities – such as training courses, seminars, conferences, youth events and festivals – to promote media literacy and digital citizenship, and disseminate good practice in youth digital participation in internet governance.</p> <p>Educational activities about Digital Citizenship Education in formal and non-formal learning settings, using a manual that includes ideas, resources, petitions and the details of upcoming events.</p> <p>European Action Days related to Digital Citizenship Education encourage people to organise their own national event.</p> <p>The blog “The DCE campaign in action” allows individuals to share their activities and learn about the activities of others.</p> | <p>Depends on the dedication of online and offline volunteers and civil society members.</p> <p>Supported by ministries of youth in Council of Europe member states.</p> | <p>Develops young people’s Digital Citizenship Education skills and motivation.</p> <p>Raises their awareness of media literacy and digital citizenship problems, helps them to change attitudes online and focus on educational prevention strategies.</p> |
| <p>7. Workshops with town and city halls www.deci-dela.org</p> | <p>Events which take place in primary schools in both urban and in rural locations, regionally and nationally, in collaboration with town halls and a range of educators.</p> <p>Workshops with children aged 6-12 in or outside school time in a variety of settings, e.g., schools, colleges, libraries and social centres.</p> <p>The workshops are organised over 6-10 weeks, during which children participate in debates and “edutainment” activities on topics dealing with citizenship, living together, digital citizenship and intercultural understanding.</p> <p>At the end of the workshops children make some collective response to the themes they have been addressing, e.g. drawings, comic strips, posters.</p> | <p>Teachers, school assistants, welfare workers and city educators.</p> | <p>Allows children to experiment with new activities and address different themes in digital citizenship.</p> <p>Addresses citizenship from various perspectives: through debates and “edutainment” activities; art and creative activities; and practical workshops.</p> <p>Opportunities for students’ voices to be heard in real-life contexts.</p> <p>Contributes to the development of more responsible citizenship.</p> |

| EVENT (concept) | OVERVIEW (aims, topics, processes, target groups) | ASSOCIATED STAKEHOLDERS (partners) | ADDED VALUE IN DIGITAL CITIZENSHIP EDUCATION (outcomes) |
|--|--|--|--|
| Hackathon events | <p>Also called hack days, hack fests or code fests.</p> <p>Uses technology to address various aspects of digital citizenship – related to the emergence of so-called “civic tech”.</p> | <p>Mixed public and private sectors.</p> <p>Teachers, editors, creators, designers, gamers, psychologists, sociologists.</p> | |
| 8. Hackathon events for teachers EduGame Jam | <p>Training sessions dedicated to joint work by teachers, editors, creators, psychologists, sociologists, researchers, academics, etc., to develop creative educational resources that respond to a real need in the educational community.</p> <p>Evaluated by a jury of innovative teachers and academics – prizes can be awarded.</p> <p>A working method is proposed (identification of a problem to solve, tasks set, help and advice made available, etc.) and a work place offered (space, equipment, etc.).</p> <p>Activities – e.g. a 6-hour educational mini-hackathon – can be planned as a specific event, or as part of a larger event such as an education trade show.</p> <p>On the day before, trainees are invited to consult a web page which has been put their disposal (theoretical contributions, studies, pedagogical sequences, tools, serious games, videos, etc.). Then, the training day itself can be entirely dedicated to the creation of educational scenarios.</p> | <p>Institutional partners</p> <p>Ministry of Education</p> <p>Universities, lab centres</p> <p>Start-ups</p> | <p>Promotes:</p> <p>collaboration and sharing;</p> <p>reflection and creativity;</p> <p>active learning;</p> <p>interdisciplinary collaboration;</p> <p>personalised learning.</p> |
| 9. Hackathon events for teachers and families | <p>The hackathon format can be easily adapted to school-parental work. Increasingly, there are hackathons dedicated to students and families encompassing the various topics and domains of Digital Citizenship Education.</p> | | |

| EVENT (concept) | OVERVIEW (aims, topics, processes, target groups) | ASSOCIATED STAKEHOLDERS (partners) | ADDED VALUE IN DIGITAL CITIZENSHIP EDUCATION (outcomes) |
|---|---|--|---|
| Celebration events | Celebrate, renew, or activate a school's commitment to digital citizenship. Also dedicated weeks and days. | Institutional partners. | Trigger reflection and debate about the learning or social value of their online/offline activities, civic-mindedness and identity as citizens. |
| 10. School citizenship day www.saferinternet-day.org www.childrenscommissioner.gov.uk | Celebrating special citizenship days in school, e.g.: <ul style="list-style-type: none"> ▶ Safer Internet Day (February 6). Deals with different aspects of the Digital Citizenship Education curriculum, e.g. privacy and security, digital identity, etc. Celebrated worldwide. ▶ Healthy Digital Citizenship Day, "Digital 5 a Day". A campaign aiming to promote the digital health and well-being of children and teens over the long summer vacation. Five simple steps. Helpful tips to promote healthy digital citizenship in students. Target audience: pre-school, elementary, junior high, high school. Pulls together some of the best resources to help educators talk about digital responsibility and safety online ideas for student activities, and even strategies for engaging parents. Students create tutorials or presentations exposing common scams and how people can protect themselves. Such days work best when they build on the existing school curriculum. | National Safer Internet Centre EU Commission Schools Parents Institutional partners: Council of Europe, ministries for national education, data protection authorities, ombudspersons and children's rights commissioners. | Helps children and youth develop positive practices for staying safe, healthy and informed online. |

| EVENT (concept) | OVERVIEW (aims, topics, processes, target groups) | ASSOCIATED STAKEHOLDERS (partners) | ADDED VALUE IN DIGITAL CITIZENSHIP EDUCATION (outcomes) |
|---|---|--|--|
| <p>11. Universal Children's Day</p> <p>Marking the anniversary of the dates when the UN General Assembly adopted both the Declaration and Convention on the Rights of the Child.</p> | <p>Celebrated annually on 20 November.</p> <p>The goal of Universal Children's Day is to improve child welfare worldwide, promote and celebrate children's rights, and promote togetherness and awareness among all children.</p> <p>A wide range of events takes place worldwide in a range of organisations, including schools, charities, etc.</p> <p>Particularly suitable for Digital Citizenship Education programmes.</p> <p>Described as "A fun day with a serious message" by the UN.</p> <p>Children get the opportunity to take over high-profile roles in the media, politics and sports to raise awareness of challenges faced by children – including digitally.</p> <p>These take-overs and other events can be shared using the hashtag #worldchildrensday.</p> | <p>In partnership with UNICEF in some countries and other institutional partners.</p> <p>Relayed on social media.</p> | <p>Promotes the Convention on the Rights of the Child.</p> <p>Raises awareness of children's welfare and the situation of children around the world who have experienced violence in the form of abuse, exploitation and discrimination.</p> <p>An opportunity to reiterate the entitlement of children to the basic rights stipulated in the 1989 international human rights treaty, the <u>Declaration of the Rights of the Child</u>.</p> |
| <p>12. EU Day of Solidarity between Generations</p> | <p>Awareness-raising intergenerational projects and events to promote solidarity between generations, fairness, inclusion and social justice.</p> <p>An opportunity to focus on digital literacy programmes which bring together older and younger people so that they are each better equipped to face their respective life challenges and become empowered as "diginers".</p> <p>Lessons, ranging from the ABC of computers to online services, are led by student tutors (one for each senior student) and co-ordinated by a teacher.</p> <p>Provides older people with the competences to use new technology and the wherewithal to control and navigate safely online.</p> <p>Can take place through a variety of local stakeholder organisations, e.g. public internet centres, youth and old people's associations.</p> | <p>Public authorities: ministries of health and social affairs, ministries of education and schools.</p> <p>Civil society and local stakeholder organisations.</p> <p>Youth and old people's associations.</p> <p>Public internet centres.</p> <p>Private actors: e.g. Poste Italiane, which promotes equal access to its new digital services, and the Fondazione Mondo Digitale, which promotes the diffusion of new technology among those at risk of social and digital exclusion.</p> | <p>Solidarity and mutual support between generations.</p> <p>Opportunities for innovative intergenerational learning exchanges between the elderly and youth volunteers, centred on the promotion of the skills and knowledge of empowered digital citizens.</p> <p>Helps promote age diversity in more areas of society, and more intergenerational fairness and social justice.</p> |

| EVENT (concept) | OVERVIEW (aims, topics, processes, target groups) | ASSOCIATED STAKEHOLDERS (partners) | ADDED VALUE IN DIGITAL CITIZENSHIP EDUCATION (outcomes) |
|--|--|--|--|
| <p>13. Press and Media Week www.clemedi.fr/fr/semaine-presse-medias.html www.education.gouv.fr/cid127606/la-29e-semaine-de-la-presse-et-des-medias-dans-l-ecole-est-lancee.html&xtmc=semainedelapresse&xtnp=1&xtr=1</p> | <p>School teachers and pupils are put in contact with news media professionals, where they learn to read and interpret information and images, sharpen their critical thinking, form opinions and develop their identity as citizens.</p> <p>Middle and high schools are invited to develop their own media operation – radio, newspaper, blog or online site – to build up common projects and set up actions.</p> <p>Based on a cross-curricular approach to the media and information, including online media, the press and freedom of speech.</p> | <p>The Clemi (Centre for Liaison between Teaching and Information Media) organises the competition under the auspices of the French Ministry of Education.</p> <p>Press publishers, audiovisual and digital media offer nearly a million newspapers, many free online resources and workshops with journalists.</p> <p>1 750 media outlets subscribe each year to the week.</p> <p>La Poste Group is an essential partner for the success of the event since its subsidiary, Viapost, is responsible for the preparation of 44 000 packages for schools.</p> | <p>Raises young people's awareness about citizenship issues in the media.</p> <p>Reinforces the value of freedom of expression and information.</p> <p>Empowers citizens to understand the functions of media and other information providers, to critically evaluate their content, and to make informed decisions as users and producers of information and media content.</p> |

Part 5: Resource materials

Resource 1: Competences for Democratic Culture cards

| | |
|--|--|
| Valuing human dignity and human rights | Valuing cultural diversity |
| Valuing democracy, justice, fairness, equality and the rule of law | Openness to cultural otherness and to other beliefs, world views and practices |
| Respect | Civic-mindedness |
| Tolerance of ambiguity | Autonomous learning skills |
| Analytical and critical thinking skills | Skills of listening and observing |
| Empathy | Flexibility and adaptability |
| Linguistic, communicative and plurilingual skills | Co-operation skills |
| Conflict-resolution skills | Knowledge and critical understanding of the self |
| Knowledge and critical understanding of language and communication | Knowledge and critical understanding of the world |

Resource 2: Definitions of competences cards

This value is based on the general belief that every human being is of equal worth, has equal dignity, is entitled to equal respect, is entitled to the same set of human rights and fundamental freedoms, and ought to be treated accordingly.

This value is based on the general belief that other cultural affiliations, cultural variability and diversity, and pluralism of perspectives, views and practices ought to be positively regarded, appreciated and cherished.

This set of values is based on the general belief that societies ought to operate and be governed through democratic processes that respect the principles of justice, fairness, equality and the rule of law.

This is an attitude towards people who are perceived to have different cultural affiliations from oneself or towards beliefs, world views and practices that differ from one's own. It involves sensitivity towards, curiosity about and willingness to engage with other people and other perspectives on the world.

This consists of positive regard and esteem for someone or something based on the judgment that they have intrinsic importance, worth or value. Having respect for people who are perceived to have different cultural affiliations or different beliefs, opinions or practices from one's own is vital for effective intercultural dialogue and a culture of democracy.

This is an attitude towards a community or social group to which one belongs that is larger than one's immediate circle of family and friends. It involves a sense of belonging to that community, an awareness of other people in the community, an awareness of the effects of one's actions on those people, solidarity with other members of the community and a sense of civic duty towards the community.

This is an attitude towards one's own actions. It involves being reflective about one's actions, forming intentions about how to act in a morally appropriate way, conscientiously performing those actions and holding oneself accountable for the outcomes of those actions.

This is an attitude towards the self. It involves a positive belief in one's own ability to undertake the actions that are required to achieve particular goals, and confidence that one can understand issues, select appropriate methods for accomplishing tasks, navigate obstacles successfully and make a difference in the world.

This is an attitude towards situations that are uncertain and subject to multiple conflicting interpretations. It involves evaluating these kinds of situations positively and dealing with them constructively.

These are the skills required to pursue, organise and evaluate one's own learning in accordance with one's own needs, in a self-directed manner, without being prompted by others.

These are the skills required to analyse, evaluate and make judgments about materials of any kind (e.g. texts, arguments, interpretations, issues, events, experiences) in a systematic and logical manner.

These are the skills required to notice and understand what is being said and how it is being said, and to notice and understand other people's non-verbal behaviour.

These are the skills required to adjust and regulate one's thoughts, feelings or behaviours so that one can respond effectively and appropriately to new contexts and situations.

These are the skills required to communicate effectively and appropriately with people who speak the same or another language, and to act as a mediator between speakers of different languages.

These are the skills required to participate successfully with others in shared activities, tasks and ventures and to encourage others to co-operate so that group goals may be achieved.

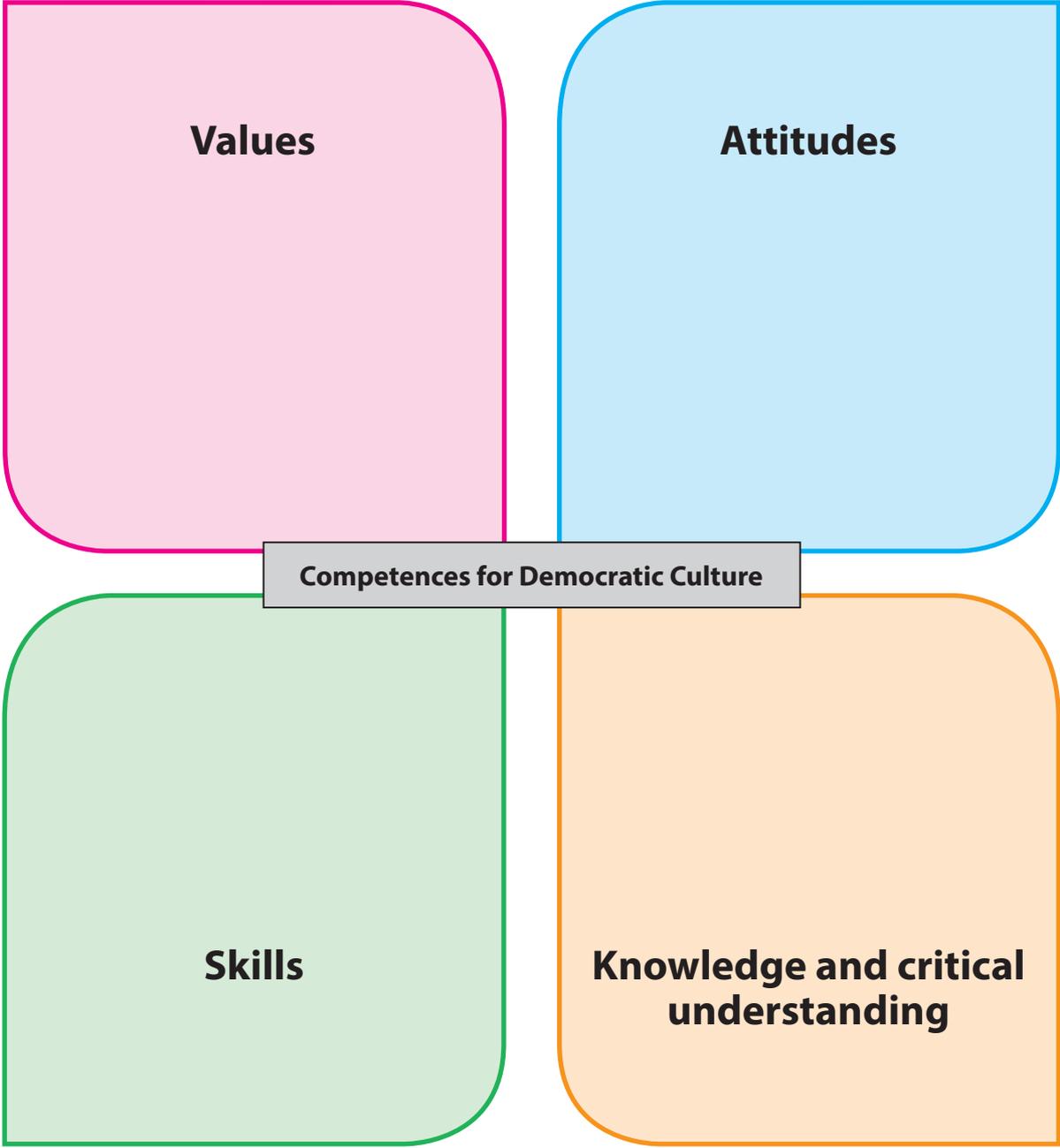
These are the skills required to address, manage and resolve conflicts in a peaceful way by guiding conflicting parties towards optimal solutions that are acceptable to all parties.

This includes knowledge and critical understanding of one's own thoughts, beliefs, feelings and motivations, and of one's own cultural affiliations and perspective on the world.

This includes knowledge and critical understanding of the socially appropriate verbal and non-verbal communicative conventions that operate in the language(s) that one speaks, of the effects that different communication styles can have on other people, and of how every language expresses culturally shared meanings in a unique way.

This includes a large and complex body of knowledge and critical understanding in a variety of areas including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability.

Resource 3: Competences for Democratic Culture “butterfly” (blank)



Resource 4: Questionnaire

Think of a time when you:

- ▶ were excluded or left out
- ▶ wasted an opportunity to learn
- ▶ didn't think for yourself
- ▶ put yourself in another person's shoes
- ▶ were at risk or in danger
- ▶ pretended to be someone you weren't
- ▶ did something positive for your community
- ▶ stood up for your rights
- ▶ felt your privacy had been invaded
- ▶ were a victim of fraud

Resource 5: 10 domains of digital citizenship

- ▶ access and inclusion
- ▶ learning and creativity
- ▶ media and information literacy
- ▶ ethics and empathy
- ▶ health and well-being
- ▶ e-presence and communications
- ▶ active participation
- ▶ rights and responsibilities
- ▶ privacy and security
- ▶ consumer awareness

Resource 6: Digital domain cards

| | |
|---------------------------------------|--------------------------------------|
| Access and inclusion | Learning and creativity |
| Media and information literacy | Ethics and empathy |
| Health and well-being | e-Presence and communications |
| Active participation | Rights and responsibilities |
| Privacy and security | Consumer awareness |

Resource 7: Digital domain topic cards

| | |
|--|--|
| <p>Software for people with disabilities</p> | <p>Massive online open course (MOOC)</p> |
| <p>Fake news and conspiracy theories</p> | <p>Hate speech</p> |
| <p>Uploading selfies</p> | <p>Digital footprint</p> |
| <p>E-mail a local representative</p> | <p>Music sampling</p> |
| <p>Spam, phishing, viruses and malware</p> | <p>Online shopping</p> |

Resource 8: Case studies

Case study 1

Edgemirror™ is the lead company in the IT sector. It owns the most-used search engine, the most-used e-mail service and the main social network sites. It is launching a new device that allows a user to have one's own artificial intelligence assistant, "Cassandra". This technology is based on a scan and analysis of the whole database of the user's interactions through social media, instant messaging and e-mail exchanges. By scanning them all, Cassandra is able to replicate the behaviour of its owner and reply to e-mails, manage agendas, and also make phone calls.

Is this a totally impossible scenario?

In your opinion, would this be useful?

Is it a scary and risky situation? Why?

What are the scariest implications regarding privacy?

Case study 2

Imagine a future where devices like personal computers, smartphones and tablets will no longer be useful: it's here! Edgemirror™ has developed a technology that brings cloud computing to the next level. Install in your eye the new retina-viewer and access your cloud device anywhere and anytime. The viewer will project the user interface into your neural system, and interact with it by vocal commands or a manual interface. Computer, smartphones and every device you need...everything's in your head!

Is this a totally impossible scenario?

In your opinion, would this be useful?

Is it a scary and risky situation? Why?

What are the scariest implications regarding privacy?

Case study 3

Imagine all the governments of the world got together to fight war and terrorism, and decided to collaborate with all the IT companies to develop a network for surveillance. The network is called PANOPTICUM and allows the authorities to access your devices, your accounts and your hardware to get your information and location, record real-time audio and video, and much more. Now the world's perfectly safe, isn't it?

Is this a totally impossible scenario?

In your opinion, would this be useful?

Is it a scary and risky situation? Why?

What are the scariest implications regarding privacy?

Case study 4

Health issues are not a problem any more. With the brand-new diagnostic chip from Edgemirror™ you can install a set of chips in your body to constantly monitor your body and notice if there are any problems. You can also install it in your family members to monitor old people and young children to see what they see, hear what they hear, and send this information to your doctor in order to have real-time diagnoses, 100% accurate.

Is this a totally impossible scenario?

In your opinion, would this be useful?

Is it a scary and risky situation? Why?

What are the scariest implications regarding privacy?

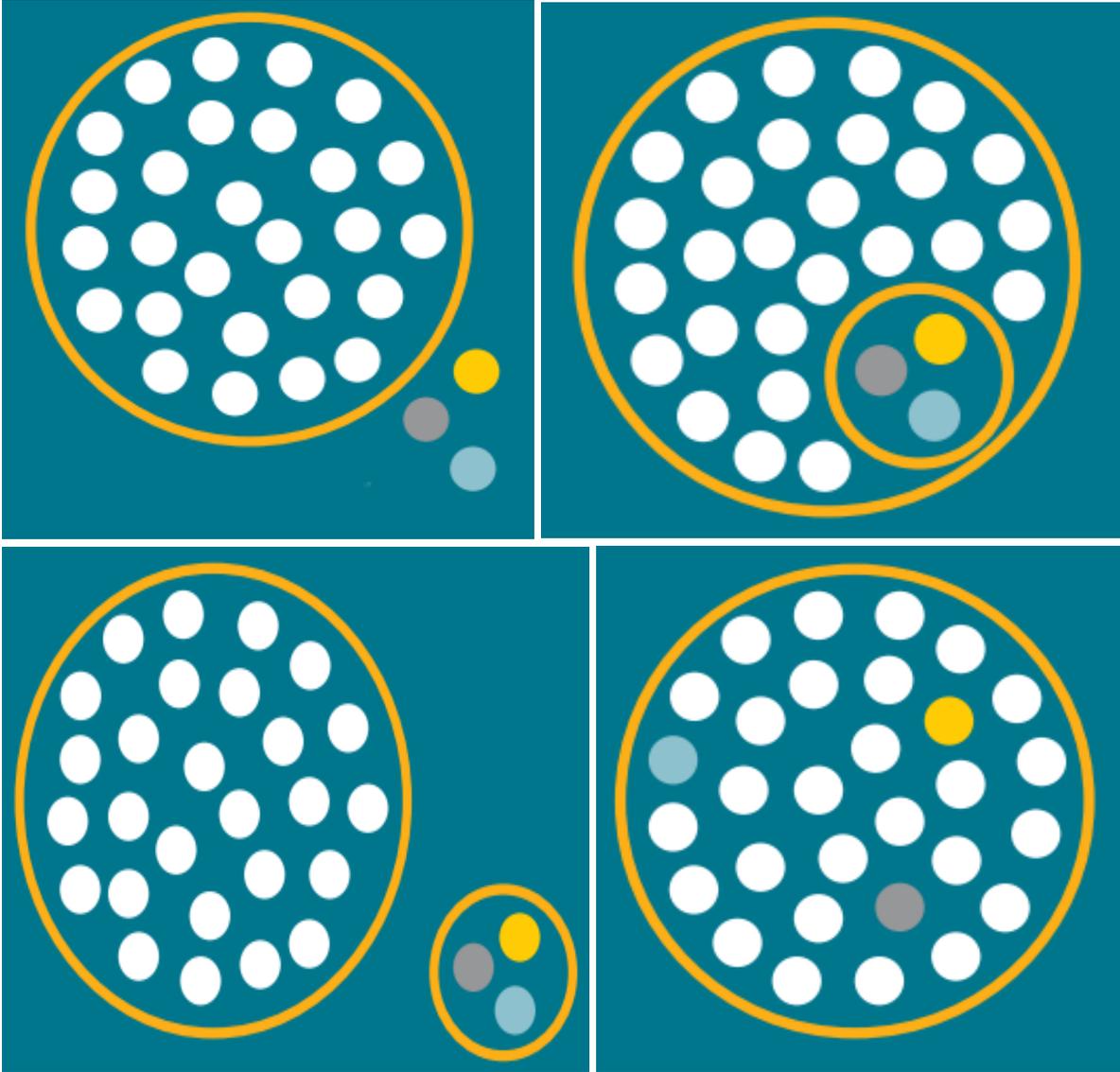
Resource 9: Children with disabilities

Four models of education for children with disabilities

- ▶ **Exclusion** occurs when students are directly or indirectly prevented from or denied access to education in any form.
- ▶ **Segregation** occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities.
- ▶ **Integration** is the process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardised requirements of such institutions.
- ▶ **Inclusion** involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers, with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.

Source: https://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf

Resource 10: Inclusion-exclusion diagrams



Source: https://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf

Resource 11: Digital footprint questionnaire

| | What I do with technology | How many times I check my devices | Average time spent on technology |
|------------------|---------------------------|-----------------------------------|----------------------------------|
| Morning routine | | | |
| Morning | | | |
| Lunch break | | | |
| Afternoon | | | |
| Late afternoon | | | |
| Dinner | | | |
| Evening | | | |
| Sleeping routine | | | |

- How many times do I check my devices daily?
- How many times do I check my devices weekly?
- Average time spent on technology daily?
- Average time spent on technology weekly?

Resource 12: Agree/disagree statements

- ▶ I have one e-mail address
- ▶ I have more than one e-mail address
- ▶ I have a Facebook account
- ▶ I have a Twitter account
- ▶ I have bought things online from one online store
- ▶ I have bought things online from two online stores
- ▶ I have bought things online from three online stores
- ▶ I have WhatsApp
- ▶ I have Telegram
- ▶ I have uploaded a video on YouTube or Vimeo
- ▶ I have uploaded a video on instant messaging
- ▶ I have uploaded an image online
- ▶ I have uploaded an image online on instant messaging
- ▶ When I google myself I can see pictures of myself

Resource 13: School policy template

Introductory statement

What is the policy about? What is it intended to achieve?

Definition

What do you understand by Digital Citizenship Education?

Rationale

Why do you believe Digital Citizenship Education is important?

Scope

Which groups of people does the policy apply to? Which parts of the school, school activities, or aspects of school life does it apply to?

Goals

What are main aims of the policy?

Results

What observable differences do you expect the policy to make?

Delivery

What strategies or mechanisms will be used to achieve these outcomes?

Implementation

How will the policy be carried out?

Roles and responsibilities

Who will be responsible for carrying out the policy? What will their different roles be?

(e.g. school board, school leader, leadership team, data protection officers or digital counsellors, teachers, other staff, students, parents/carers, external partners, sub-contractors)

Dates

When will the policy come into force? When will it be reviewed?

Monitoring, evaluation and review

How will the policy be monitored? How will it be evaluated? How will it be reviewed?

Related policies

Which other school policies does it relate to and how?

Supporting documents

Which other documents does it relate to, e.g. national curriculum, guidelines?

Resource 14: Action plan template

Digital Citizenship Education Action Plan

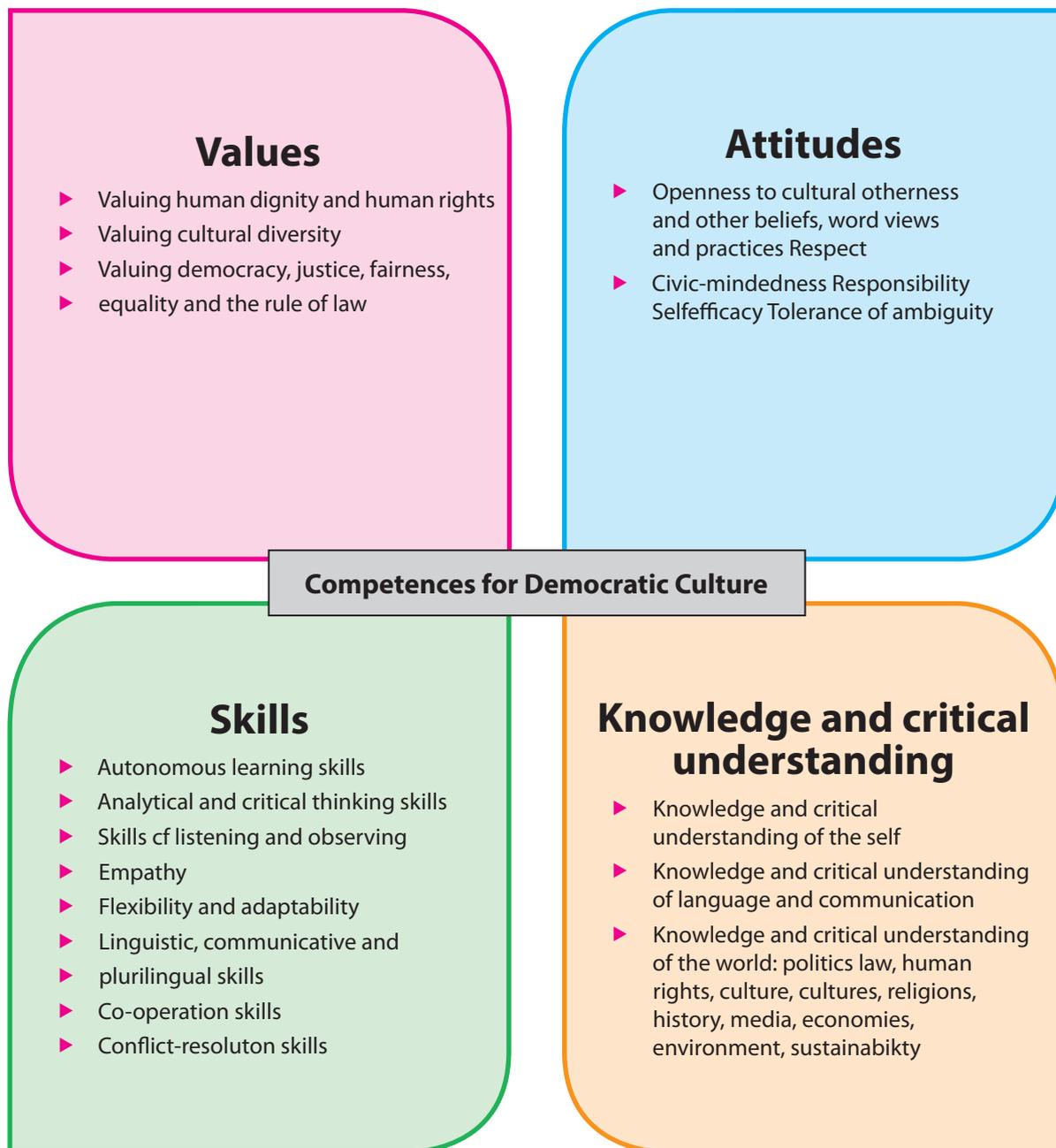
Recommendations:

Goals:

Time:

| OBJECTIVES What do you want to achieve? | ACTIVITIES What are the key activities that will produce the results? | TIMELINE When will each activity occur? | RESPONSIBILITIES Who will be responsible for the various activities? Who else needs to be involved? | RESOURCES What resources will you require? | MONITORING & EVALUATION How will you measure results and know you have succeeded? |
|---|---|---|--|--|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Resource 15: The “butterfly” (complete)



Refer to the framework of Competences for Democratic Culture

Resource 16: Index for Digital Citizenship Education

Access and inclusion

| | Nil | Low | Good | Excellent |
|--|-----|-----|------|-----------|
| My personal understanding of the domains | | | | |
| My personal competence with regard to the domains | | | | |
| Student competence in my school with regard to the domains | | | | |
| Quality of educational provision in my school regarding the domains | | | | |
| Quality of educational provision in my own class regarding the domains | | | | |

Learning and creativity

| | Nil | Low | Good | Excellent |
|--|-----|-----|------|-----------|
| My personal understanding of the domains | | | | |
| My personal competence with regard to the domains | | | | |
| Student competence in my school with regard to the domains | | | | |
| Quality of educational provision in my school regarding the domains | | | | |
| Quality of educational provision in my own class regarding the domains | | | | |

Media and information literacy

| | Nil | Low | Good | Excellent |
|--|-----|-----|------|-----------|
| My personal understanding of the domains | | | | |
| My personal competence with regard to the domains | | | | |
| Student competence in my school with regard to the domains | | | | |
| Quality of educational provision in my school regarding the domains | | | | |
| Quality of educational provision in my own class regarding the domains | | | | |

Ethics and empathy

| | Nil | Low | Good | Excellent |
|--|-----|-----|------|-----------|
| My personal understanding of the domains | | | | |
| My personal competence with regard to the domains | | | | |
| Student competence in my school with regard to the domains | | | | |
| Quality of educational provision in my school regarding the domains | | | | |
| Quality of educational provision in my own class regarding the domains | | | | |

Health and well-being

| | Nil | Low | Good | Excellent |
|--|-----|-----|------|-----------|
| My personal understanding of the domains | | | | |
| My personal competence with regard to the domains | | | | |
| Student competence in my school with regard to the domains | | | | |
| Quality of educational provision in my school regarding the domains | | | | |
| Quality of educational provision in my own class regarding the domains | | | | |

e-Presence and communications

| | Nil | Low | Good | Excellent |
|--|-----|-----|------|-----------|
| My personal understanding of the domains | | | | |
| My personal competence with regard to the domains | | | | |
| Student competence in my school with regard to the domains | | | | |
| Quality of educational provision in my school regarding the domains | | | | |
| Quality of educational provision in my own class regarding the domains | | | | |

Active participation

| | Nil | Low | Good | Excellent |
|--|-----|-----|------|-----------|
| My personal understanding of the domains | | | | |
| My personal competence with regard to the domains | | | | |
| Student competence in my school with regard to the domains | | | | |
| Quality of educational provision in my school regarding the domains | | | | |
| Quality of educational provision in my own class regarding the domains | | | | |

Rights and responsibilities

| | Nil | Low | Good | Excellent |
|--|-----|-----|------|-----------|
| My personal understanding of the domains | | | | |
| My personal competence with regard to the domains | | | | |
| Student competence in my school with regard to the domains | | | | |
| Quality of educational provision in my school regarding the domains | | | | |
| Quality of educational provision in my own class regarding the domains | | | | |

Privacy and security

| | Nil | Low | Good | Excellent |
|--|-----|-----|------|-----------|
| My personal understanding of the domains | | | | |
| My personal competence with regard to the domains | | | | |
| Student competence in my school with regard to the domains | | | | |
| Quality of educational provision in my school regarding the domains | | | | |
| Quality of educational provision in my own class regarding the domains | | | | |

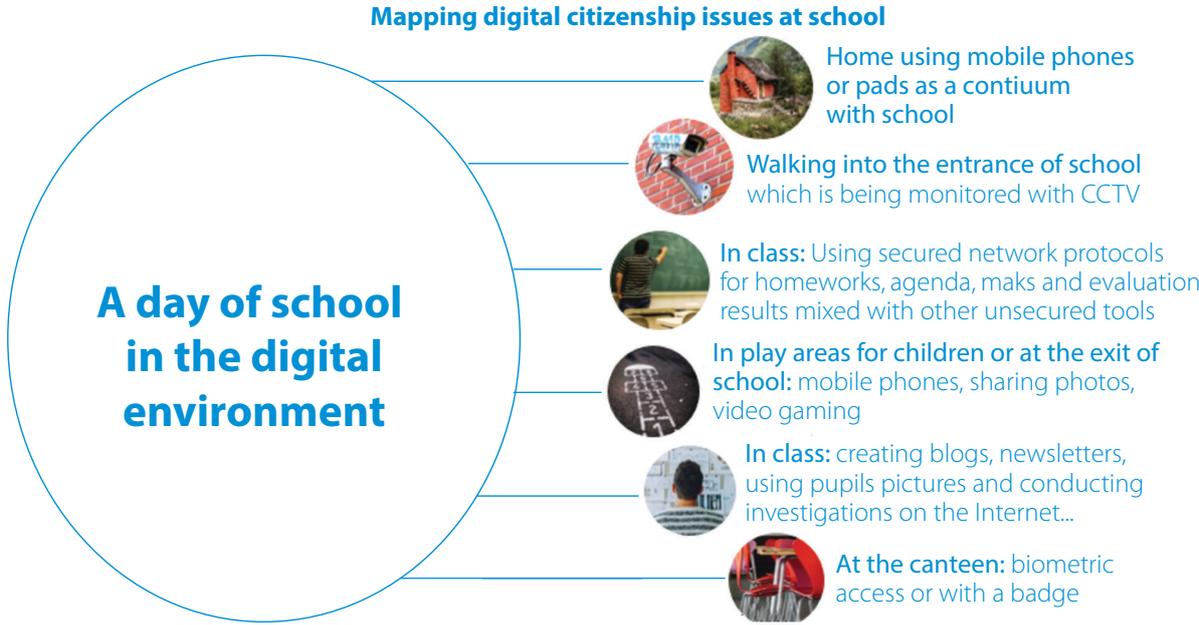
Consumer awareness

| | Nil | Low | Good | Excellent |
|--|-----|-----|------|-----------|
| My personal understanding of the domains | | | | |
| My personal competence with regard to the domains | | | | |
| Student competence in my school with regard to the domains | | | | |
| Quality of educational provision in my school regarding the domains | | | | |
| Quality of educational provision in my own class regarding the domains | | | | |

Resource 17: Learning activity template

| | |
|--------------------|--|
| Title | |
| Time | |
| Grade | |
| Aim | |
| Description | |
| Outcomes | |
| Resources | |
| Procedure | |
| Debriefing | |

Resource 18: Mapping digital citizenship issues at school



About the authors

Pascale Raulin-Serrier holds a postgraduate degree in European Community Law and has worked as an international corporate affairs manager on European Union programmes in Europe and in Egypt. She joined the French Data Protection Authority (CNIL) in 2005 and has since then has been working on in European and international affairs, specialising in digital privacy education. Acting as co-ordinator of an international working group of a network of regulators covering 60 countries, her fields of expertise range from developing national and international policy frameworks and guidelines with regard to fostering capacity building in privacy matters to strategies for defending the rights of the child in the digital environment. Pascale also works as an expert for the Council of Europe on the Digital Citizenship Education Programme.

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Olena Styslavaska is a teacher educator and educational consultant in the field of democratic citizenship, human rights and intercultural education. She has developed, co-ordinated and implemented national and international training programmes for the Polish Ministry of Education, the Polish Centre for Education Development, the Education for Democracy Foundation, the Educator Foundation, the Community of Democracies, the Organization for Security and Co-operation in Europe (OSCE) Office for Democratic Institutions and Human Rights, the European Wergeland Centre and the Council of Europe. She has practical experience in formal, informal and non-formal settings and at various levels across Europe. Olena is convinced that education can make the world a better place.

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The Council of Europe has been protecting children's digital rights, and fostering opportunities for children's educational and cultural development in the digital environment for over a quarter of a century. Most recently it has focused on actions designed to empower children as "active digital citizens", building on the Council of Europe framework of competences for democratic culture. The Reference framework aims to prepare citizens for "living together as equals in culturally diverse democratic societies".

In 2016, the Steering Committee for Educational Policy and Practice of the Council of Europe launched a new intergovernmental project, Digital Citizenship Education. The aim of the project is to help reshape the role education plays in enabling children and young people to acquire the competences they need to participate actively and responsibly in democratic society as digital citizens, both online and offline.

This present publication is the work of the following members of the Digital Citizenship Education expert group: Pascale Raulin-Serrier (France), Alessandro Soriani (Italy), Olena Styslavska (Poland), Vitor Tomé (Portugal) and was edited by Ted Huddleston (United Kingdom).



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