4. Internet – For everyone

> ❝❞ "Creativity requires the courage to let go of certainties"
> *Erich Fromm, psychologist*

CHECKLIST FACT SHEET 14 – VIDEOS, MUSIC AND IMAGES ON THE INTERNET

Check the licence of any content that you would like to reuse.

Use the Creative Commons classification on the content you create and post online.

Support fair online business models which enable you to pay for content from your favourite artist, musician or content creators.

CHECKLIST FACT SHEET 15 – CREATIVITY

One image can speak a thousand words, especially if we are not careful about our private information and that of others.

Do you understand how to ensure that your ownership of creative output is respected by others?

Plagiarism shows non-respect of creative ownership and can weigh heavily on multiple aspects of society. Are you aware of the multiple ways in which plagiarism can impact on society?

CHECKLIST FACT SHEET 16 – GAMES

Life balance is important: is the time you are spending online on games infringing on outdoor and face-to-face activities?

When the games you play online lead you to meet and communicate with strangers, remember that not everyone is who they say they are. Choose "human-moderated" games or games with "safe chat" through pre-selected phrases for very young children.

In-app purchases can be a trap for the unwary in certain games. Have you checked the tips in Fact sheet 13?

CHECKLIST FACT SHEET 17 – DIGITAL CITIZENSHIP

Do you know your online rights and responsibilities?

Have you checked your digital footprint lately? Put your name into a search engine and see what comes up.

What are the digital skills required to become a fully-fledged digital citizen?

CHECKLIST FACT SHEET 18 – DIGITAL PARENTING: POSITIVE AND PROACTIVE

Be positive when parenting in this new digital age and do your best to communicate with your child about what they are doing online, where they are going online and who they are talking to online.

Realise that even though technology has advanced in leaps and bounds, parenting remains much the same: staying active in your children's life, encouraging them to be good (digital) citizens and emphasising kindness and empathy.

Whether you are the parent of a toddler or a teen, be aware of the challenges of your child's development with respect to technology. Use technology in ways that help, not hinder, your child's development.

Digital citizenship

The widespread use of the Internet and new communication technologies has been a powerful engine for growth and jobs and has improved the quality of life for many citizens. Daily use of the Internet has become a common occurrence for many; however, a deeper understanding of digital citizenship and digital rights may be lacking.

The informed participation of all citizens in what is known as the digital environment depends on the development of a much broader literacy. This includes the ability to critically analyse the variety of information we are subject to (that is, audio-visual content), to form autonomous opinions, to be actively involved in community issues and to master new forms of social interaction. In a publication two decades ago already, UNESCO described these capabilities as the four pillars of education: learning to know, to do, to be and to live together[1]. Moreover, being a digital citizen requires being able to use web tools (see Fact sheet 3 on Web 2.0, Web 3.0 and more) and understanding the issues of e-privacy (see Fact sheet 9).

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1. http://www.unesco.org/education/pdf/15_62.pdf

WHAT IS DIGITAL CITIZENSHIP?

- Digital citizenship is a term that describes how a person should act[2] while using digital technology online[3].

- Some experts propose nine elements that comprise digital citizenship: digital access, digital consumerism, digital communication, digital literacy, digital etiquette, digital law, digital rights and responsibilities, digital health and wellness, and digital security[4].

- Whatever the composition of digital citizenship may be, it is clear that all users of the Internet have a responsibility and possibly even a duty to act responsibly when using the Internet and communications technologies.

Digital footprint

- A digital footprint is the data that is left behind by users on digital services.

- A passive digital footprint is created when data is collected without the owner knowing, whereas active digital footprints are created when personal data is released deliberately by a user for the purpose of sharing information about oneself by means of websites or social media[5].

Digital identity

- A digital identity is information used to represent persons, organisations or machines in information systems and networks[6].

Digital literacy

- Digital literacy is the knowledge, skills and behaviours used in a broad range of digital devices such as smartphones, tablets, laptops and desktop PCs[7].

- Information and communication technologies have already reached into every aspect of our everyday lives, changing the type of skills necessary to be active members of society.

- As the Internet continues to evolve with the growth of wireless networks[8], increasing importance will be placed on people's ability to use today's technology to receive and transmit information efficiently in a way that transcends both media literacy and Internet literacy.

Digital rights

- The Council of Europe has produced a guide to "Human rights for Internet users" that explains digital rights and responsibilities in a user-friendly format, and underlines that human rights apply equally online and offline[9].

- The term "digital rights"[10] describes the human rights[11] that allow individuals to access, use, create and publish digital media or to access and use computers and other electronic devices or communications networks.

- The term is particularly related to the protection and realisation of existing rights, such as the right to privacy[12] , in the context of new digital technologies and, more especially, the Internet[13] .

- With respect to the digital rights of young people in Europe, the EU Youth Manifesto is an online "declaration" by European youth on how to make the Internet better[14].

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2. https://en.wikipedia.org/wiki/Digital_citizen
3. https://en.wikipedia.org/wiki/Digital_electronics; https://en.wikipedia.org/wiki/Etiquette_in_technology#Online_etiquette
4. http://www.digitalcitizenship.net/Nine_Elements.html
5. https://en.wikipedia.org/wiki/Digital_footprint
6. https://en.wikipedia.org/wiki/Digital_identity
7. https://en.wikipedia.org/wiki/Digital_literacy
8. https://en.wikipedia.org/wiki/Wireless_network; http://en.wikipedia.org/wiki/3G
9. https://www.coe.int/en/web/internet-users-rights/guide
10. https://en.wikipedia.org/wiki/Digital_rights
11. https://en.wikipedia.org/wiki/Human_rights
12. https://en.wikipedia.org/wiki/Right_to_privacy or freedom of expression https://en.wikipedia.org/wiki/Freedom_of_speech
13. https://en.wikipedia.org/wiki/Internet
14. http://www.youthmanifesto.eu/

Digital citizenship and e-democracy

- E-democracy comprises the use of electronic communication technologies, such as the Internet, in enhancing democratic processes within a democratic republic or representative democracy. This is a political development being enhanced by the use of social networks which allow users to have their own voice and comment "in public" on relevant issues. One theory is that the use of social networks in e-democracy could enable broader influence on policy outcomes, as more individuals involved could yield smarter policies and increasing transparency and accountability.

- Nowadays politicians in many countries use social networking sites to engage with young people and seek their views. This is challenged by some, but it is important to go to the places where young people are in order to reach them.

- One concern about e-democracy is the impact of the digital divide on those who are not able to access the media. However, as a rapidly increasing number of people of all ages are accessing the Internet, this alone should not be seen as a consideration for not recognising the benefits of social networking sites in e-democracy.

- In offline communication, power is often seen as hierarchical whereas online this becomes diffused and constantly shifts. Similarly, online boundaries become permeable, roles are flexible, changeable and do not rely on non-verbal characteristics or hierarchy. These reasons alone illustrate the benefits of using social networking sites to promote e-democracy.

- However, for e-democracy to have a positive effect, users must be open to non-violent communication and contradictory views, and be willing to take part in pacific and respectful debate. When communities of like-minded people form and discuss issues without considering other perspectives, this can weaken rather than strengthen e-democracy and even lead to the radicalisation of opinions.

IMPORTANCE IN EDUCATION

- The Internet makes it possible not only to publish far more information more rapidly but also to continually update this information so that citizens are informed of the latest developments in their areas of interest.

- The right to information and the right to participation are rights afforded to all children under Articles 13 and 17 of the United Nations Convention on the Rights of the Child.

- In the past, we had to rely on the versions of statements and events the press chose to publish to keep us informed; nowadays, we can very often go directly to the source to obtain our information first hand.

- As citizens around the world become daily journalists with their video-enabled smartphones, we are often inundated with "live" scenes unfolding before our eyes. The ability to scrutinise what the video presents and what happened before and after the filming commenced are often missing in such daily journalism, evidenced by Twitter feeds, YouTube videos, Vine streams and other social media platforms.

- The fact that citizens are better informed empowers them to better participate in the democratic life of their own country and on a pan-European and international scale. And citizens are able to use the Internet to research unbiased details concerning most issues.

- Geographical, traffic, cultural and tourist information collected by public and private sector bodies considerably enriches the lives of citizens. In some countries, citizens can even use the Internet to officially change their address, apply for passport renewal or carry out various other formerly time-consuming activities. Do not forget, however, that a certain number of precautions should be taken when giving out private information online (see Fact sheets 9 on privacy and 19 on security).

- The Internet also enables citizens to participate in online discussions and debates about topics of interest in public or local life, and even take part in elections by e-voting[15].

- In addition to political involvement, citizens can shop online, study online (see Fact sheet 12 on distance learning), engage in cultural discussions, meditate, do yoga – almost any activity is available online.

⚠ ETHICAL CONSIDERATIONS AND RISKS

- By having access to constantly updated, quality information, citizens are in a better position to exercise their fundamental human rights. However, we must remain wary of the negative effects that technology could have on these rights, in particular:

- Not everyone has equal access to information. The digital divide describes today's two-tier society and the gap between the information "haves" and "have-nots". If the situation continues, democracy will be threatened as the less fortunate gradually lose their autonomy of expression. Without direct access to information, we are less able to form our own opinion and can therefore be more easily manipulated by those who are fluent in the use of new technologies. In addition, public sector information is very important for democratic and civic life, and more particularly a key resource for economic activity. If we are to ensure equal opportunities for all, then we need to ensure equal information access and a solid grounding in critical thinking for all.

- Technology and online platforms are not necessarily neutral when it comes to accessing information. Algorithms used by search engines or censorship on social networks shape the information that is prominently displayed.

- Information and communication technologies are playing such an important role in our lives today that soon only those fluent in their use will really be capable of making their voice heard. However, ICTs in and of themselves are only technical enablers and more communication does not mean respect of freedom of expression. Values such as pacific debate and speech, critical thinking and open-mindedness are essential to foster a positive online environment and freedom of expression.

- The huge increase in the means of transferring and exchanging information means that we must take care to protect data about ourselves and therefore our right to privacy (see "Good practice" below).

❓ HOW TO

- In order to become an engaged e-citizen, all users of the Internet should understand their basic rights and responsibilities. Users should understand what they are allowed to do, as well as what industry, government and other Internet users are allowed to do.

- A basic understanding of cookies and how other websites are able to collect and use your personal data is essential (see Fact sheet 9 on privacy).

- In order to avoid complicating the issues for young children, the same basic tenets of good citizenship should be simply extended to online activities: respect, kindness and thinking before acting.

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15. https://en.wikipedia.org/wiki/Electronic_voting

IDEAS FOR CLASSROOM WORK

- Have students examine the United Nations Convention on the Rights of the Child and analyse which sections are directly related to digital rights[16].

- Ask students to choose several Twitter, Facebook and/or Periscope speakers on citizenship and engage in a discussion. Ask the speakers what their point of view is on digital citizenship and the responsibilities of users. Ask students to devise other questions to pose.

- Students should gain exposure to European websites offering support on digital rights. Ask students to perform a review of Council of Europe, European Commission and European digital rights.

- One good resource which could serve as the basis for your civics study programme is the Council of Europe's online human rights activity programme[17]. You could also ask your class to draw up a human rights charter of its own. Let them apply their new knowledge about human rights to virtual environments, for example how they could make the Internet a better place for them to work and play.

- As part of a history programme talking about the French Revolution, help your students to distinguish facts from hypotheses by comparing heroic revolutionary paintings of the storming of the Bastille with modern accounts. They should be able to "explain how and why the storming of the Bastille has been interpreted differently". This could be linked to media education concepts, such as how reality is represented for different purposes, and the reliability of evidence.

- As part of a geography project, for example "Passport to the world", invite students to discuss the ways in which places of the world are represented on the Internet and analyse how the websites differ in emphasis or attitude with regard to a particular place.

- To help students learn about content analysis, choose a topic, then look it up on news sites from different sources and analyse them in class. Do different organisations use different approaches? Why do you think this is so?

- As mobile phones are an integral part of students' life outside the classroom, examine in class the way they can be used to gather community information and actively participate in democracy. List the services they make available and discuss their effect on privacy and democracy (see Fact sheet 5, "Internet on the go", for information about mobile services).

- Simulate an online debate by posting a message on the blackboard and distributing post-its to students. Each student will be assigned a number and will be able to come up and read the post after a set amount of minutes corresponding to his number. After having read the original post and listened to any forthcoming comments, students will be allowed to write and post their own comment and monitor the discussion to "reply" to other posts. Students will also have the choice of "supporting" a post from another student, which will be placed more prominently next to the original post. This exercise aims at teaching students how an online debate differs from a debate in real life and also addresses the questions of "freedom of expression" and avoiding falling into flaming or other inappropriate online behaviours.

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16. http://web.archive.org/web/20160501101507/http://blogs.lse.ac.uk/mediapolicyproject/2014/09/12/sonia-livingstone-digital-media-and-chil-drens-rights
17. https://www.coe.int/t/dg4/youth/Training/Training_courses/HRE_Youth_Programme_en.asp

GOOD PRACTICE

- Every citizen has the right to control their own personal data, which necessitates knowing what personal information has been gathered about them. The General Data Protection Regulation was introduced in the European Union in 2016 in part to help citizens exercise these and other fundamental rights related to privacy and data protection[18]. The key points for citizens are summarised in a European Commission press release on 15 December 2015[19].

- Always read the fine print on questionnaires to see how the information you give about yourself is going to be used, and do not forget to consult Fact sheet 9 on privacy for more advice.

- Communication of literacy skills and the transfer of these across school, higher education and into civic society is essential if participation in the democratic process is to increase.

- Consider taking an online course in digital citizenship or digital rights.

- A number of schools are currently working on Internet proficiency programmes in an effort to ensure that their students develop the skills necessary to live, work and play in the information society of today. These include:

  ► skills for navigating in the labyrinth of information available on the Internet;

  ► developing the capacity to discriminate between information and misinformation;

  ► analysing information for relevance and validity;

  ► understanding the ethical implications of online tools on democracy;

  ► using information in project-based learning;

  ► understanding and using the multiple opportunities that a browser and the Internet can offer.
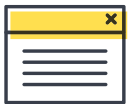
FURTHER INFORMATION

- For information on the General Data Protection Regulation, see: *<http://ec.europa.eu/justice/data-protection/reform/index_en.htm>*.

- The EU Youth Manifesto is an online "declaration" by European youth on how to make the Internet better: *<http://www.youthmanifesto.eu>*.

- For more information on European digital rights, see: *<https://edri.org>*.

- Amnesty International at *<http://www.amnesty.org/>* and Human Rights Watch *<http://www.hrw.org/>* are non-governmental organisations that campaign for human rights. Amnesty has a multilingual manual for teachers called "First steps", designed to help young people learn about human rights, particularly in central and eastern Europe.

- The European Commission has information on protecting children and human dignity in audio-visual services: *<http://ec.europa.eu/avpolicy/index_en.htm>*.

- More information on children's rights can be found in the UN Convention on the Rights of the Child: *<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>*.

- The Code of EU Online Rights is the basic set of rights and principles enshrined in EU law that protect citizens when acceding and using online networks and services: *<https://ec.europa.eu/digital-agenda/en/code-eu-online-rights>*.

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18. http://ec.europa.eu/justice/data-protection/reform/index_en.htm
19. http://europa.eu/rapid/press-release_IP-15-6321_en.htm

- For nine elements of digital citizenship, see:
  <http://www.digitalcitizenship.net/Nine_Elements.html>.

- The Paris Declaration, adopted by the European Commission and the European Council of Ministers in 2015, promotes citizenship and the common values of freedom, tolerance, non-discrimination and inclusion through education: *<http://ec.europa.eu/education/library/study/2016/neset-education-tolerance-2016_en.pdf>*.

- Relevant Council of Europe documents include "Human rights for Internet users": *<http://www.coe.int/en/web/internet-users-rights/guide>* (key topics below):

  ► access and non-discrimination

  ► freedom of expression and information

  ► assembly, association and participation

  ► privacy and data protection

  ► education and literacy

  ► children and young people

  ► effective remedies and redress.